

City of Redwood City  
Redwood Shores Community Library  
Community Library Needs Assessment

*Prepared for*  
The City of Redwood City  
Redwood City Library

*by*  
Anderson Brulé Architects, Inc.

*March 24, 2003*



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# Executive Summary

## section ii

### ***Executive Summary***

#### *Needs Assessment Methodology*

The process developed for this Community Library Needs Assessment was directed by a Core Team comprised of representatives from the City of Redwood City and the Redwood City Library, and a Community Advisory Committee made up of community representatives.

- Focus Groups were held at the library and Sandpiper Elementary School, with a cross section of community members
- Four Community Forums were held to engage the community in open discussion about current and future library services
- A survey was completed by 161 members of the community
- Staff workshops and interviews were held to solicit their perspective of the community's needs
- Belmont Redwood Shores and Sequoia Union High School Districts were represented on the Community Advisory Committee, and focus groups included district representatives, principals from elementary and middle schools, a library media teacher, and educators. 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade, as well as high school students, participated in focus groups and over 35% of the survey respondents either attended or had children in the School District.

#### *K-12 Student Population and their Needs*

- The K-12 population in Redwood Shores is currently 1,370 students, an 89% increase in school age population from 1980. The school age population is expected to increase an additional 12% through 2020.
- The only school located within the community is the Sandpiper Elementary School, which at capacity does not actually serve all eligible students. Students are disenfranchised from both school and library services, programs and activities after school and on the weekend due to geographic location
- Students need access to materials, resources, technology, assistance and opportunities to work together in teams in support of their educational process

#### *Community Analysis*

- Community organizations are predominantly Homeowner / Community oriented, or school and family oriented.
- The population characteristics show a predominantly family-oriented community, with high educational attainment - 32.8 % of the population speaks a language other than English, and 9.5% of the population does not speak English 'very well'
- This planned community of almost 11,000 residents will reach capacity prior to 2020 and is expected to remain fairly stable in its demographic dynamic.
- The population is fairly affluent, and the median housing value is much higher than California or the United States, comparatively.

#### *Community Characteristics*

- When students and professionals return to the community in the afternoon, evenings and on weekends, the absence of a library facility is strongly felt.
- The demographic dynamic is family oriented, with a large Asian population. Cultural diversity will be a key factor in library services, as will serving a spectrum of target audiences.
- English as a second language for many of the residents is a need that can be successfully addressed by a library, and support for formal education is a priority in this extremely well educated community.
- The library can strengthen the existing parks, trails and access to that natural environment, and supplement with rich resources, materials and programs that engage the community in learning about the history, preservation and conservation of this precious resource.
- This community wants and needs a local, community library. However, they hope that a library will also serve to fill the void of other community oriented services and facilities by extending its role toward 'community center'

# Executive Summary

## section ii

### **Executive Summary**

#### *Library Service Needs*

The outreach process was designed to solicit input on current use of libraries, as well as how the community would like to experience their library of the future.

- *Library Use Over a Lifetime, and Barriers to Use:* Residents see libraries as an essential community resource, one that is currently missing. All target audiences shared their desire for library services, and ‘the place’ – they need convenient and relevant library services
- *Needs Not Yet Met:* Program, activity, and community meeting rooms are desired, and greater access to technology is requested (expected). The library environment needs to be comfortable, zoned for different activities, with navigable collections and more self services and amenities like coffee, copy and exterior spaces.
- *Implications of the Demographic Data Relative to Library Service Needs:* The immediate and future relevance to library service needs of the community and demographic information contained in the previous section include:
  - Redwood Shores is a relatively stable community, likely to experience no more growth than the county.
  - Educational attainment in Redwood Shores is much higher than average as compared to the county or the state, reflecting the importance placed in education by the community through the needs assessment process
  - The foreign languages spoken in this community are predominately Asian, in contrast to the rest of Redwood City where Spanish is more prevalent – and affecting the plan of service and collection development
  - Almost 10% of the population “do not speak English ‘very well’”, reflecting a need for literacy services.

#### *Service Priorities for Redwood Shores*

The following service responses have been selected to create a relevant environment, rich with resources, which will meet the needs of the community.

- **Support Formal Learning and Lifelong learning** - The educational role of the library is the number one priority for the Redwood Shores community - a learning environment, with rich resources and assistance.
- **Recreation and Leisure Reading** - Community members are interested in a wide variety of leisure reading, as well as different media formats.
- **Strengthening Community** - they see the library as ‘the place’ that will allow them to learn and play together, engage in dialogue regarding community issues, and meet as groups.
- **Discovery...and Access** - Independent use and self-services within the library are expected within the community as much as knowledgeable staff and assistance.

*Therefore, the roles and service priorities are:*

- Formal Learning Support
- Current Topics and Titles
- Commons

#### *Service Limitations of the Existing Library*

There is no existing library in the community of Redwood Shores.

#### *Physical Limitations of the Existing Library*

There is no existing library in the community of Redwood Shores.

#### *Space Needs Assessment*

The space needs assessment defines the preliminary space needs, based upon generally accepted guidelines, necessary to support the services described above. Assumptions are provided for collections at 4 items per capita (48,000 items), readers’ seats (54), technology (54 stations), staff workstations and both collaborative and special use spaces. The total square feet required is 22,204, of which 5,551 are non-assignable square feet.

# Needs Assessment Methodology

## section I

### **Executive Summary**

#### *Narrative Overview*

The process developed for this Community Library Needs Assessment was directed by a Core Team comprised of representatives from the City of Redwood City and the Redwood City Library. Additionally, a Community Advisory Committee made up of community representatives provided general oversight to the implementation of that process and provided feedback to the consultant team throughout the project. The needs assessment process was designed to gather input from the community using a variety of data gathering methods and was facilitated from August 2002 through December 2003.

- Focus Groups were held at the library and Sandpiper Elementary School, with a cross section of community members - library users, parents, teachers, school administrators, commission members, seniors, business owners, volunteers and friends of the library were represented
- Four Community Forums were held to engage the community in open discussion about current and future library services
- A survey was completed by 161 members of the community
- Staff workshops and interviews were held to solicit their perspective of the community's needs
- The consultant team engaged the community in casual conversations at retail stores, recreation centers, restaurants and in the library

Belmont Redwood Shores and Sequoia Union High School Districts were represented on the Community Advisory Committee, and focus groups included district representatives, principals from elementary and middle schools, a library media teacher, and educators. 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade, as well as high school students, participated in focus groups and over 35% of the survey respondents either attended or had children in the School District.

The consultant team worked with the Core Team, staff, and especially the Community Advisory Committee to develop a list of stakeholders and their key contacts. The list was comprehensive and sought to identify as many stakeholders as possible to ensure that community participation would be broad and fully reflective of the community. Educational, civic, cultural, spiritual, business, senior, service, and community organizations were identified and contacted. Individuals and organizations were invited to participate in the process through flyers and invitations mailed and e-mailed, as well as personal phone calls to key individuals.

#### *K-12 Population and Their Needs*

The K-12 population in Redwood Shores is currently 1,370 students, an 89% increase in school age population from 1980. The school age population is expected to increase an additional 12% through 2020. The only school located within the community is the Sandpiper Elementary School, which at capacity does not actually serve all eligible students. Many elementary school students are forced to attend schools in neighboring cities. Both the middle and high school that serves the community are located in neighboring cities, as well. Therefore, students are disenfranchised from both school and library services, programs and activities after school and on the weekend due to geographic location. Students need access to materials, resources, technology, assistance and opportunities to work together in teams in support of their educational process. The location of the library, relative to the slough, provides an opportunity for science exploration, discovery and learning.

# Needs Assessment Methodology

## section I

### ***Executive Summary***

The school districts see great opportunities for family involvement in student learning, evidenced by the volunteerism and support shown by parents at the elementary school. A library facility would greatly enhance the ability to mobilize eager families in support of their children's learning.

Languages will need to be a key focus for the library, as many of the residents speak other than English and are foreign born. Parents and elders may not be as well positioned to assist students because of language barriers, which the library can support overcoming.

### ***Introduction and History***

#### ***Introduction***

#### **History and Status of the Library Proposal**

- Over the last several years, the Redwood City Library Board and City Council have heard from the community that Redwood Shores is underserved in terms of library services. The Board and Council have a goal of providing a greater level of service to the community as a whole, and agree that there is an unmet need for increased library services in Redwood Shores. The first step in providing such services was the introduction of the Sandpiper 'virtual' library. The use of this service is significant, further indicating to the City the need for library facilities.
- In 2001, the City conducted its biennial neighborhood survey which, in addition to other topics, provided a focus on library services (each survey contains a different departmental focus). Of the 630 respondents, 100 were Redwood Shores residents, and of that sample of 100 people, 28% indicated that they wanted a public library branch in the Shores. This is one element indicating a desire and need for a branch library in the Shores, and contributing to the Council's desire to more fully explore that need.
- During its 'priority setting' session in January of 2002, the Council, based on the information it had received from the community and the survey, specifically identified a library at Redwood Shores as one of its priorities.
- The Library Bond Act of 2000 was passed by the voters of California, creating a near-term funding opportunity for a new library facility. Redwood Shores voted in favor of that library bond measure (64% in favor) indicating a desire there for increased library services
- In order to proceed with the grant application process, the Council has authorized the necessary City funds that will be required for the project, but has not actually appropriated them.
- The City is undertaking a Library Needs Assessment, as a precursor to the grant application. This will help determine if there is a need and desire for a branch library, and what traditional, non-traditional, and innovative services might be provided to the community through that branch. This consists of community forums, a community advisory committee charged with reaching out to the community, a questionnaire, and other community information efforts.
- An overall Facilities Needs Assessment, which would look at possible uses beyond a library, is not funded and is not being conducted. Such an assessment would not normally be performed for a City facility project. Instead, as the specific need for a



# Needs Assessment Methodology

## section I

### Introduction and History

City facility is identified (as noted above), *and* funding potential exists, a specific study is done (in this case, a Library Needs Assessment) to validate and gauge the need and to support the funding request.

#### Proposed Site Description

- The proposed site for a possible branch library is a 3.55-acre triangular parcel at the corner of Marine Parkway and Bridge Parkway, backing up to the Belmont Slough
- This parcel is zoned PF (Public Facility) meaning that any development of the land must be for public use.
- The parcel's size, shape, and proximity to the slough limit the size and 'footprint' of any building on the site. For example, a facility the size of Red Morton Community Center would not be accommodated.
- Other City-owned lands in the Shores include 69 acres of parks, a fire station, a public works maintenance facility, and Sandpiper Community Center – none of which are realistic for this use without impracticable and major reconfiguration of existing facilities.
- This is the most feasible, reasonable, and sensible site within Redwood Shores for a new library – it would not require the loss of any park lands or relocation of any facilities; it is on an arterial roadway offering good access; it is not surrounded by residences; and is of an appropriate size to reasonably accommodate a library and parking.
- Staff believes that this site offers the highest and best use for a Library with the opportunity to leverage the value of this parcel with 2/3 matching State grant funds.

### Community Involvement

#### Core Team

A Core Team, including members from the City of Redwood City and the Redwood City Library provided overall leadership and direction for the needs assessment process. This group met periodically to develop and direct the progress of the Community Library Needs Assessment. The Appendix lists individuals included in the Core Team.

#### Community Advisory Committee

A Community Advisory Committee, comprised of members of the community, representatives of key stakeholder groups, and a liaison to City Council provided a direct link to the community throughout the process. The committee included representation of homeowner and community associations, the Library Board, and principals and librarians from the schools that serve Redwood Shores. The purpose, roles and responsibilities of the Community Advisory Committee were as follows:

**General Purpose -** The general purpose of the Redwood City Branch Library in Redwood Shores Community Advisory Committee is to be a resource for the City of Redwood City in the planning process. The Community Advisory Committee will contribute to understanding the community's needs and preferences throughout the development of a Library Needs Assessment, Building Program and Conceptual Design that will describe long-term library services, as well as define the facilities necessary to accommodate service

# Needs Assessment Methodology

## section I

### **Community Involvement**

needs.

Committee members will represent a broad diversity of community perspectives. Members must have credibility with those they represent and must commit to serving the best interests of the community at large.

**Community Advisory Committee Roles and Responsibilities** - The roles and responsibilities of the Community Advisory Committee shall be:

1. Serve as a liaison to the community at large and to key stakeholders. Secure and maintain the support of key community organizations / stakeholders for full participation in these efforts.
2. Develop and support collective goals for the process that meet the needs of the community.
3. Provide input and feedback throughout the process, functioning as a sounding board and community resource for the Core Team.
4. Coordinate with and support outreach efforts of the Core Team.
5. Advocate participation of constituents to ensure an inclusive process.
6. Facilitate leadership and communication to the community and stakeholders throughout the project.

**Individual Committee Members Roles and Responsibilities** - The roles and responsibilities of individual committee members shall be:

1. Attend committee meetings and complete agreed-upon action items on a timely basis. Committee members should expect to prepare for and attend approximately seven two-hour meetings held September, 2002 through March of 2003.
2. Contribute knowledge/expertise from individual perspective while taking into account the broadest needs and concerns of the community.

### **Methods Used to Solicit Community Input**

#### **Focus Groups and Community Forum**

This needs assessment study obtained information from community members and stakeholders through a variety of methods.

A series of six focus group sessions were held at the Sandpiper School, Community Center, Redwood City Main Library and Carlmont High School with stakeholders. Students, parents, community members, teachers, librarians, and City staff were represented in the focus groups. Each session was two hours, and explored the following topics:

- Who do you feel you represent in the community? Do you use the Library? If so, how often and for what purpose
- What do you appreciate about the services you receive? What is working well?
- What would you like to be able to do or have access to at the Library, but currently cannot?
- Do you have any concerns associated with the planning of a new Library? Do you feel other community needs are not being met?

# Needs Assessment Methodology

## section I

### ***Methods Used to Solicit Community Input***

	<p>▫ Describe your ideal visit to the Library in 10 years. What is the experience? What are you doing?</p> <p>Four community forums were held at the Sandpiper Community Center. Please refer to the Appendix for notes from these focus groups, forums and lists of individuals involved in Community Outreach.</p>
<b><i>Survey</i></b>	<p>A total of 161 library needs assessment surveys were completed online or in hard copy by residents of Redwood Shores. An online community survey was hosted through a link off the City Redwood City and Redwood City Library's home pages, available for the most of the duration of the needs assessment process. Hard copies of the survey were available at Redwood City Main Library, and other various civic, educational, and community buildings, and were also distributed by the Community Advisory Committee. Approximately 89% of the surveys received were submitted by residents of Redwood Shores. 35% of respondents attend or have children in the Belmont/Redwood Shores School District.</p> <p>The outreach process was promoted within the community through a variety of means. Information regarding the survey was posted on the Redwood City websites. Flyers announcing the community forums and the survey were mailed and emailed to stakeholder contacts, and posted and distributed at civic buildings. Members of the Core Team, Community Advisory Committee and Consultant team contacted the community and key representatives of organizations by phone, mail or through invitational e-mail messages, seeking their participation in the outreach process.</p>
<b><i>Staff Workshops and Interviews</i></b>	<p>Staff of the Redwood City Main Library, as well as managers from other branches of the Redwood City Library were engaged in a series of meetings and interviews focused on identifying vital services, describing gaps in service and unmet needs, evaluating current service models and envisioning new models of service,. Please refer to the Appendix for lists of individuals involved in the Staff Workshops.</p>

### ***School District Involvement***

The school districts that serve the Redwood Shores community have been involved throughout the planning process. The Principal of the elementary school and high school, as well as the superintendent of the Belmont Redwood Shores School District and librarians at the schools, were involved through the Community Advisory Committee, surveys, outreach and direct meetings with the Consultant Team in determining both need and opportunities. Cooperative agreements were collaborative developed with both Belmont Redwood Shores and Sequoia Union High School Districts, reflecting the potential for enhancing the support of formal education in the community through partnering.

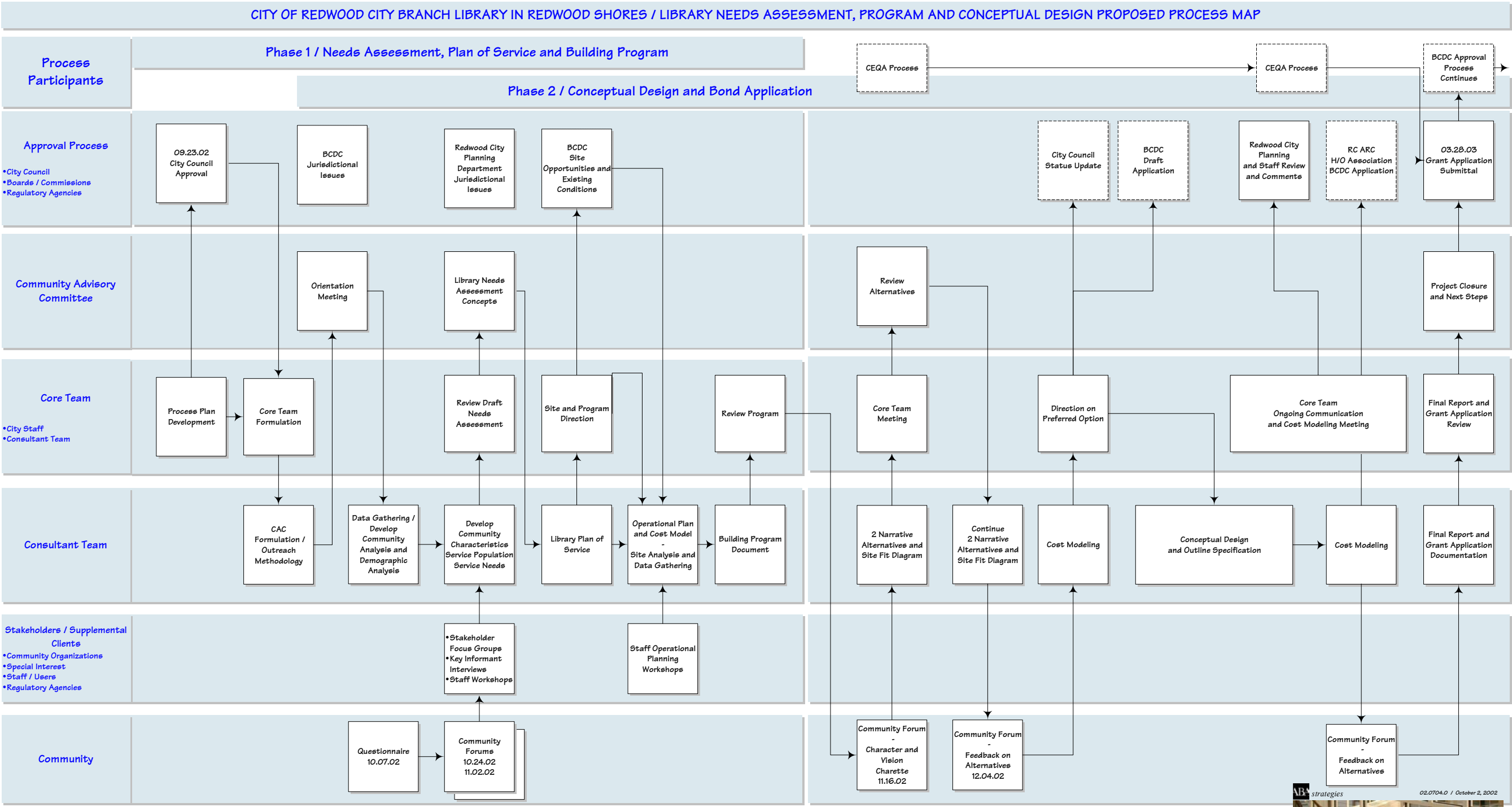
# Needs Assessment Methodology

section I

Additional Data Gathering and Analysis	
<b>Literature Search and Document Review</b>	Documents relating to both the community of Redwood Shores were obtained from the City of Redwood City and the Redwood City Library. Demographic and planning information was obtained from national, state and local government and community service providers. This information was used to provide population, service needs, and operational information throughout this document. The Appendix lists a Bibliography of referenced documents.
<b>Conclusion</b>	<p>All of the outreach information gathered by the consultant team, paired with research into current library best practices and standards, has been reviewed, analyzed and developed into this report format. All recommendations in this report are firmly based on the documented needs of the community and staff.</p> <p>A process map diagram, included below, represents the major tasks in this effort and their interrelationships.</p>

Needs Assessment Methodology  
section I

Attachment A





# Community Analysis

## section II

### *Executive Summary*

The City Council and City of Redwood City have engaged the community in this needs assessment process to validate their sense that this community is underserved by the library and would benefit from greater access to library services. All applicable city departments, as well as regulatory and planning commissions, were involved throughout the planning process and will continue to be involved during design and construction of the facility.

Redwood Shores is served by the Belmont Redwood Shores School District (elementary and middle school) and the Sequoia Union High School District. Only the one elementary school is actually located within the community, requiring some elementary students and all middle and high school students to leave the community to attend school. There are no private schools, or institutions of higher learning, within the community. The elementary middle schools that serve the community rank at 9 statewide, and the high school at 7.

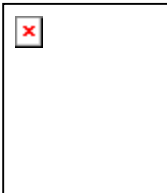
Community organizations are predominantly Homeowner / Community oriented, or school and family oriented. For example, PTA(s), Homeowner Associations, Boy and Girl Scout Troops, etc., will benefit greatly from both the library services and 'the place' that a library would create within the community. One affordable housing community is located within Redwood Shores, in close proximity to the intended site, and would greatly benefit from access to resources, and especially literacy programs.

The population characteristics show a predominantly family-oriented community, with high educational attainment. Diversity is represented in the both languages and foreign born residents, with Chinese being the largest segment of that population. 32.8 % of the population speaks a language other than English, and 9.5% of the population does not speak English 'very well'. Literacy services will need to be a focus of the library to engage those residents in the community and assist them in being able to support the students learning within their families.

This planned community of almost 11,000 residents will reach capacity prior to 2020 and is expected to remain fairly stable in its demographic dynamic. The population is fairly affluent, and the median housing value is much higher than California or the United States, comparatively.

### *History of the Community*

#### *History*



Located in the [Bay Area](#) 25 miles south of San Francisco, Redwood City is home to approximately 76,600 people. It is the oldest bayside city in [San Mateo County](#), incorporated in 1867, and has been the County Seat since 1856. Redwood City combines residential, industrial, and commercial elements in a largely urban environment. Its waterfront provides a yacht harbor and the only [deep-water port](#) in the South Bay. A wide variety of housing types are available. Services and trade, San Mateo County's two largest industry divisions, are expected to provide close to two-thirds of anticipated growth in the next two years.

Latitude: 37.30 N Longitude: 122.15 W

# Community Analysis

## section I

### *History of the Community*

Elevation: 15 feet

Land Area (sq. miles): 19.0

The area now referred to as Redwood Shores is a 1,500-acre piece of land surrounded by Highway 101 on the west, San Francisco Bay on the east, Belmont Slough on the north, and Steinberger Slough on the south. The site was originally part of an extensive marshland system that bordered the Bay along what is now San Mateo County. Oysters and clams were plentiful in the area, and there is evidence that the local Native Americans living on the Peninsula gathered much of their food from the surrounding tidal waterways.

From 1795 into the 1850's, Redwood Peninsula as the area became known, was part of the Rancho de las Pulgas owned by the Arguello Family of Mexico. The site was used primarily for cattle grazing. After California became part of the United States in 1848, this land as well as the rest of the Pulgas Ranch, was sold off in sections to various individuals and commercial interests of the rapidly increasing Anglo population.

In the late 1870's, the Morgan Oyster Company began importing and transplanting live Eastern oysters to the bay waters off of the Redwood Peninsula. Two oyster watch houses were constructed on the south side of the Belmont Slough in 1877 and 1884. Morgan's headquarters was located on Steinberger Slough. Because of an increase in bay pollution, however, oyster harvests dropped dramatically after 1900 and the industry collapsed.

According to official San Mateo County maps, by 1877 about half of the land was owned by San Francisco jeweler John W. Tucker and the rest by millionaire and U.S. Senator George Hearst. The maps also indicated that Hearst had purchased all of the acreage by 1894. A partnership between three local individuals - Hall, Dungan, & Allard - had purchased 1,200 acres of the site by 1909, and the Mobil Oil Company owned the remaining 335 acres.

Sometime in the early 1920's, a group of entrepreneurs formed the San Francisco Bay Terminal Company. The syndicate bought several thousand acres of bayfront property, including all of Redwood Peninsula, with the idea of building several deep-water docking wharves for ships. Public protest caused the investors to abandon the harbor project, however, and in 1928, the Leslie Salt Company acquired the land. Leslie was originally located in San Mateo, but by this time had moved its center of operations to the Port of Redwood City. Leslie built a series of earthen dikes which protected the land from the tidal action of the Bay. The salt conglomerate also owned Bair Island, the area to the south of the Redwood Peninsula between Steinberger Slough and the Port of Redwood City, and for many years the two land masses were referred to as Redwood Shores and used by Leslie as salt brine evaporation areas.

After rejections from the cities of San Carlos and Belmont, Redwood City accepted the proposal from the Leslie Salt Company to annex Redwood Shores in 1959. Four years later, Leslie Properties, Inc., a subsidiary of Leslie Salt, unveiled a proposal for a planned community of housing, parks, and commercial sites, to be built at Redwood Shores.



# Community Analysis

## section II

### *History of the Community*

Modeled after Foster City, the plan projected a population of 60,000 and 20,700 housing units in the Shores by 1980.

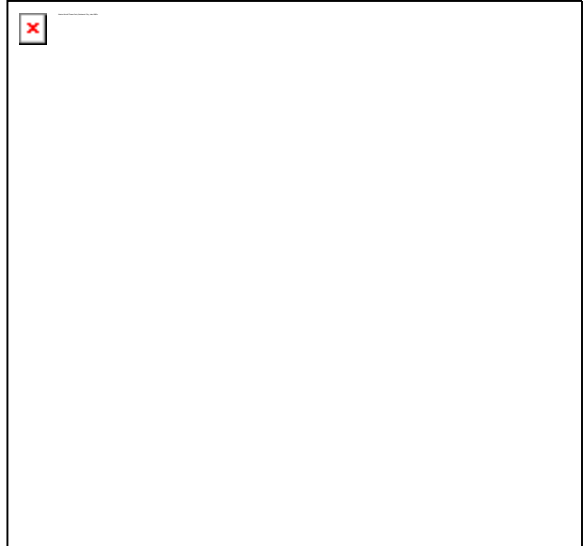
In support of the project, the Redwood City City Council authorized the creation of a general improvement district in 1964. General Improvement District 1-64 consisted of \$65 million in bonds that were generated from private sources for capital improvement projects in Redwood Shores. This included development of the land, lagoons, beaches, streets, sewers, and water systems. The most important of the improvement projects was the reinforcement of levees along Steinberger and Belmont Sloughs. Storm-water drainage was another critical project that had to be completed before construction could begin.

The first phase of development involved the 1,500 acres of Redwood Peninsula. Leslie Properties retained ownership of the land, but control of the administration, financing, and other elements of the project were the responsibility of Redwood City. City services like parks, a fire station, a community center, and a library branch were to be paid for by the city.

As construction of the first homes began, so did the building of a \$10 million, 60-acre aquatic amusement park. **Marine World** opened its doors in July of 1968. It was located on a site at the northern part of the Shores, near Foster City. The park was built on four man-made islands with interlacing waterways, and was financed and run by the American Broadcasting Company. ABC sold the park to Resorts International in 1972, and a wildlife park and 3,000-seat jungle theater were added under the new management.

In the midst of development, however, the FHA suspended home loan guarantees for Redwood Shores, citing concerns over potential earthquake hazards. The moratorium lasted for 13 months, during which time several seismic studies found that earthquake-damage risk for the area was no greater than that of the rest of the Peninsula. The FHA lifted its moratorium in 1970, but the stoppage had taken its toll on Leslie Properties. The company was on the verge of bankruptcy and could not invest additional capital for development.

In February of 1973, Mobil Oil Estates, Ltd. purchased the property from Leslie. A subsidiary company of Mobil Oil called Redwood Shores Properties, Inc. administered the development from then on. The revised plan, included as part of the 1975 General Plan for Redwood City, called for a population "build-out" of 20,000 residents instead of 60,000, and an emphasis on more commercial development than initially planned.



# Community Analysis

## section I

### History of the Community

Even under the revised plan, however, by 1978, only 500 homes had been completed. There were no commercial establishments besides Marine World, and development of city services was slowed by the implementation of Proposition 13. Leaders from Redwood City and Redwood Shores Properties held several meetings to discuss how best to proceed with the project.

The following year, on the advice of Redwood Shores Properties, Mobil Oil decided to invest enough capital to finish the promising Shorebird subdivision. Redwood City then agreed to an \$11.6 million public works bond issue, which prompted more construction and building. By 1980, two major housing projects and two large commercial developments were underway. A road linking Ralston Avenue to Holly Street was finished and the first two Shores traffic signals were installed in 1981.

One of the most important public works projects was the restoration of the 76-acre central lagoon. During the 1970's, wildlife was almost non-existent in the man-made lagoon, and the County Health Department had warned against public use. The funds from the bond issue, however, provided for the installation of a more efficient circulation system which greatly improved the chemical content of the water. Today, wildlife is prevalent and the lagoon is one of the most widely-used recreational facilities on the Peninsula.

The economic recovery which began in 1982 also spurred development in Redwood Shores. Housing began to sell rapidly. The homes and businesses on the Redwood Peninsula were now called Redwood Shores, and the proposed construction on the vacant marshland of Bair Island was referred to as South Shores. The latter development never materialized, however, as a citizens referendum narrowly defeated the project in 1982. Redwood Shores Inc. then turned 1,000 acres over to the State for a

wildlife refuge, and the remaining part of Bair Island was purchased by the Peninsula Open Space Trust in 1997. The entire piece of property between Steinberger Slough and Redwood Creek is now protected habitat.



Marine World/Africa USA moved from its Redwood Shores site to Vallejo in 1986. The Campeau Corp. bought the property intending to build an office complex. Because of a corporate takeover, however, Campeau had to sell. The new owners, Wilson & Associates, built the Centrum Office Complex, completed in 1989. This first office complex

# Community Analysis

## section II

### ***Government Agencies and their Key Individuals***

#### **City Managers Office**

The responsibility of the City Manager's office is to assist with City Council in Council initiate, review, and implement City policies and programs that are receptive to the needs of the community. The City Manager is also responsible "for the executive management of City departments, including the Redevelopment Agency. The City Manager's office also assists the City Council in developing and maintain positive community relations through careful and professional responses to citizens' needs and concerns. By active cooperation with Redevelopment Agency staff and the Chamber of Commerce, the City Manager encourages and strengthens the development of a vibrant and stable economic climate. The City Manager's office monitors and promotes a proactive legislative program in the interest of the City. In addition the City Manager's office builds relationships throughout the community by staffing neighborhood associations." Key individuals in the City Managers Office are: Ed Everett; City Manager, Brian Ponty; Assistant City Manager, Magda Gonzalez; Assistant to the City Manager. The City Manager's office represents Council direction for the project.

#### **Planning**

The Planning Department is responsible for zoning ordinances, municipal code, sign ordinance and code enforcement. Key individuals from planning involved in this process included Tom Passanisi, Senior Planner and Brian Lee, Senior Civil Engineer. Planning has a continued review and approval role in the project.

#### **Parks, Recreation and Community Services Department**

The Parks, Recreation and Community Services Department has several goals. "To provide recreation pursuits for all age levels; cover a wide range of interests; achieve maximum participation; maintain fees at reasonable and affordable levels designed to offset costs. Plan, construct, maintain and supervise park and recreation facilities to best serve leisure needs and to enhance the appearance and quality of the urban environment. Provide building and custodial services to City buildings and see that all facilities are maintained in a safe manner. Provide the facilities necessary to develop social, educational and cultural activities in the multi-cultural Fair Oaks neighborhood; provide information, referral and counseling services to persons living in Redwood City and neighboring communities."

Key individuals in the Parks, Recreation and Community Services Department are: Corinne Centeno; Department Director, Chris Beth, Superintendent (Programs), Gary Hover; Superintendent (Facilities) and Jeri Joseph, Commissioner. PRCS will continue to be involved as a future partner in delivery of library and community programs.

#### **Public Works**

The Public Works department is tasked with the responsibility of building, maintaining and engineering for the functioning of Redwood City and other public facilities. Key Individuals in Public Works are Peter Ingram; Director. Public Works will provide City facility standards and review the project process.

# Community Analysis

## section I

### ***Government Agencies and their Key Individuals***

#### **Library**

The Redwood City Public Library is a member of the Peninsula Library System and is an independent City library that is overseen by a Library Board. The Peninsula Library System has several services available to residents of Redwood City; JobStar, Community Information, a Book Café, the Video Center and WebPAC. Support for the Library comes from the City Council, Community and other City Departments. Volunteers help support the Library as well through funds, time, advocacy and promotion. Some of the Volunteer groups are: The Library Board of Trustees, The Friends of the Redwood City Library, Redwood City Library Foundation, The Archives Committee of the Redwood City Library and Redwood City Friends of Literacy. Key individuals in the Library are Yvonne Chen; Library Director and Linda Hedges; Community Libraries Division Manager. Staff from the library have been and will continue to be heavily involved in the design and construction of the new library.

#### **San Francisco Bay Conservation and Development Commission (BCDC)**

The BCDC was in 1965 by California Legislature to respond to public concern over the future of the San Francisco Bay. There are 27 members on the commission, 5 members including the chairman and vice-chairman are appointed by the Governor. The Commission works on regulating all filling and dredging in the San Francisco Bay, protecting the Suisun Marsh, regulating new development within the first 100 feet inland from the Bay, minimizing pressures to fill the Bay, pursuing an active planning program to study Bay issues, administering the federal Coastal Zone Management Act, participating in the region wide State and federal program to prepare a Long Term Management Strategy, and participating in California's oil spill prevention and response planning program. Key individuals in the BCDC are Michelle Levenson; the BCDC has a regulatory review and approval role, resulting in a permit.

### ***Public and Private Schools to be Served***

Students in Redwood Shores are served by the Sandpiper Elementary School (to capacity, with overflow in other Belmont – Redwood Shores School District elementary schools), Ralston Middle School and Carlmont High School.

# Community Analysis

## section II

### ***Public and Private Schools to be Served***

#### ***Belmont/Redwood Shores Unified School District***

Sandpiper School, located in Redwood Shores (Redwood City) on the peninsula south of San Francisco, and east of Highway 101, is one of five elementary schools in the Belmont-Redwood Shores School District.

It is the newest school, established in September 1997. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District.

The Sandpiper School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects.



#### **Mission and Goals**

The mission of Sandpiper School is to create the finest learning environment for the collective body of students, teachers and parents. The school community embraces the pursuit of excellence in its curriculum, exposure to different cultures and its utilization of creative resources.

Sandpiper seeks to embrace the breadth of learning provided in the programs of language arts, natural sciences, mathematics and logic, history/social sciences, visual/performing arts and health and physical education. The advancement of positive attitudes, civic responsibilities, and social conscience promote awareness of global communities and the impact of interdependence amongst groups.

All students attend to the interactive process of engaging activities that encourage citizenship, creativity, academic rigor, performance and discovery. These elements of learning produce critical thinkers who cooperatively work together in small groups and as individuals in acquiring knowledge at their highest potential. In addition, we encourage social interactions that advocate independence, confidence and a competitive spirit necessary for optimum learning.

Sandpiper School is a cluster of enhanced modular buildings that depict the ambience of a Nantucket village. Classrooms surround the village green where an outside stage highlights performance activities. The community center is located next to the square where a kitchen, multi-purpose room and five conference rooms are provided for instruction during the day.

# Community Analysis

## section I

### **Public and Private Schools to be Served**

The play fields are situated along the lagoon for student access during school hours, and for community use after school. A small library serves the students.

Students are encouraged to keep a safe and clean learning environment through recycling and gardening efforts that enhance their learning space. Rules for play and safety are posted in each classroom and PTA supports programs such as Red Ribbon Week, Conflict Resolution, Bike Safety, Fire Prevention, and the Drug Awareness and Resistance Education (DARE) Program.

The Sandpiper School Community takes pride in their new school, maintaining a strong commitment to support the educational process within the classrooms and keeping the facilities safe and inviting for all who attend.

Ralston Middle School is the only middle school in the Belmont-Redwood Shores School District. Students in the 8<sup>th</sup> grade are promoted to the Sequoia Union High School District. Most of the students from Ralston attend Carlmont High School, although some go on to private high schools or other high school in the Sequoia High School district. Ralston has a school library.

The Ralston School community consists of families for who education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Ralston's Distinguished School recognition in 1994 is reflected from all members of the school community.

Ralston Middle School strives to provide a nurturing environment where all students, parents and staff pursue academic excellence and participate fully in the life of the school. Ralston's basic mission is to provide a strong instructional program that focuses on the diverse needs of middle school students. We believe that academic excellence is our most important attribute and our highest priority. We also believe that a program of excellence provides students with enrichment experiences that extend the basic curriculum.

Ralston School is divided into teams with two teams at each grade level. Students are heterogeneously assigned to the teams. The team structure is designed to assure that students and teachers develop good academic relationships. Since every team has a team planning time, it is convenient for parts and teachers to meet to discuss student needs.

#### *Sequoia Union High School District*

Carlmont High School serves the Redwood Shores community, but is located across Highway 101. The school has a library.

#### **Vision**

Every Carlmont graduate is knowledgeable, productive, ethical, responsible and prepare to achieve academic and personal goals

#### **Mission**

# Community Analysis

## section II

### ***Public and Private Schools to be Served***

The mission of Carlmont High School is to foster the success of every student by creating and teaching a dynamic college preparatory and school-to-career curriculum.

#### **Expected School-wide Learning Results**

- Use scientific, mathematical or other appropriate methods to solve challenging problems
- Demonstrate an understanding of cross-cultural, historical and linguistic perspectives
- Read proficiently to gather, analyze and evaluate information from many sources
- Demonstrate an understanding of diversity of culture, language and ideas
- Show acceptance of different learning styles and levels of development
- Participate in democratic processes they have carefully considered
- Create and appreciate diverse forms of visual and performing arts
- Communicate effectively through written and oral language
- Demonstrate self-discipline and work effectively in groups
- Practice the principles of physical and emotional wellness
- Make decisions using critical reasoning skills
- Use technology skillfully to solve problems

#### **Parent Involvement**

Parent involvement that begins in the elementary and middle schools continues at Carlmont. Parents have a strong voice here and continue to be an influential part of school. They are strongly encouraged to be part of the active campus life.

##### *Governance Council*

The main governing body at Carlmont is charged with setting policies and guidelines for the school concerning academics, curriculum, administration, sports and other areas. Comprised of parents, students, teachers, staff and administrators

##### *Site Council*

Reporting to the Governing council, this group of elected parents, along with students and staff, recommends the distribution of state School Improvement Plan (SIP) funds.

##### *Budget Committee*

Made up of staff and parents, the Council is charged with the general oversight of all Carlmont budgets. Report to the Governance Council

##### *Special Education Parent Advisory Committee*

Representatives from each of the District's high schools act as advocates for special education students

##### *Carlmont Parent Teacher Student Association (PTSA)*

An organization of parents, staff, and students keeping parents informed about school activities and policies, and advising school staff on parent's concerns. Fundraising is not a primary activity

##### *Parent Support Groups (PSGs)*

The parents of each graduating class (e.g. 2005) have opportunities to meet and, with the assistance of a school administrator, discuss academic and social issues related to raising teenagers

##### *Carlmont Advocates for Performing Arts (CAPA) and Carlmont Sports Boosters*

These groups support specific activities (drama, dance, instrumental and vocal music, and

# Community Analysis

## section I

### ***Public and Private Schools to be Served***

athletics) through fundraising and organizational assistance

#### *Carlmont Foundation*

An organization of alumni and parents, the Foundation's role is raising funds to support educational programs at Carlmont

#### *Target Success*

A district program with the express intention of bringing information to parents which will increase awareness of student growth, district and school programs. A special reach is extended to members of the communities between Belmont and San Carlos

#### **Supporting A Better Community**

- Service learning is part of the curriculum at each grade level. Students take charge of their learning to design projects in Science, English, U.S. History and Government and apply their subject-specific knowledge and skills to aid the community.
- Family and Community Enrichment Services (FACES): An onsite therapist provides academic and emotional support to all students as needed
- Students Offering Support (SOS): A peer-helping-peer program to support new students, deliver educational information, and mediate disagreements among students in under development
- Rotary Club – The Rotary Club, a service organization, partners with the Interact Club on campus to support student involvement in community services
- San Carlos Chamber of Commerce Educational Council: Carlmont staff meets monthly with the Chamber to discuss school and community issues. The Chamber supports Youth In Business Day (job shadowing)
- Community Resource Officer (CRO) Supported by the City of Belmont and shared with Notre Dame High School, the CRO familiarizes students with the positive services offered by the police department. The CRO is similar to the D.A.R.E. officer in elementary / middle school.

#### *Private Education*

There are no private schools located within the community.

#### *Higher Education*

There are no institutions of higher learning located within the community.

### ***Community Organizations and Their Service Needs***

#### *Literacy Services*

**Redwood City Project READ** is a four-time award-winning organization committed to providing literacy training throughout our diverse community. Project READ is integrated with Redwood City's Public Library and closely aligned with all schools within Redwood City. People helping people to build self-esteem is the common thread linking Project READ to our community.

The program has three fundamental beliefs:

Given the chance, ALL of us have the desire to learn.

Learning is an exciting and fun process.

Learning is a two-way street. Students and tutors learn from each other



# Community Analysis

## section II

### ***Community Organizations and Their Service Needs***

Established in 1987, Project READ is a free, volunteer-based literacy program serving adults, children and families. Tutoring lessons are student-centered, focusing on reading, writing and critical thinking skills and are supported by the generous help of our volunteers. Tutors receive 12 hours of training prior to being matched with a student.

#### Adult Services

##### [Adult Tutoring one-on-one](#)

Open to all English-speaking adults who read below the seventh grade level. Student-centered approach, lessons are designed to improve basic skills in reading, writing and critical thinking.

##### [Families For Literacy](#)

Open to all English-speaking Redwood City School District families with at least one child who is five years old or younger.

Student-centered approach for low-literate parents and their young children.

Families are encouraged to attend fun and educational monthly story hour events held at the main library.

Each family youngster receives free books, chosen by the child.

##### [Adult Small Groups](#)

Open to all limited-English speaking adults who live in Redwood City.

To improve English reading, writing and critical thinking skills.

Tutoring in small groups of four to five learners.

Groups meet twice weekly, evening from 6pm -7:30pm at three different sites: Garfield, Fair Oaks and Taft Elementary Schools.

#### Youth Services

##### [Families in Partnership](#)

Open to Redwood City School District 1st through 8th grade students who have been identified as "at-risk" youth.

##### [Kids in Partnership](#)

Open to Fair Oaks Elementary students who have been identified as "at-risk." Program pairs high school student tutors with younger learners.

##### [Computer Aided Literacy Instruction](#)

A newly renovated Project READ facility that provides computer-aided literacy training and other educational software to Project READ learners & tutors. The lab has 4 iMac computers and 1 PC computer; all equipped with internet access and specially-selected software for computer-aided literacy skills.

#### *Community Organizations*

Community organizations that would be served by the library were identified in a stakeholder list and invited to participate in the needs assessment process. These organizations currently rely on the library mostly for access to resources. For example, volunteers bring materials to senior organizations and communities who are not able to come to the library, or bring seniors to the library. Business owners and entrepreneurs rely

# Community Analysis

## section I

### ***Community Organizations and Their Service Needs***

on libraries for information and education that furthers their business development and competitive advantage. Educational organizations rely on the library to supplement available materials and resources, and for staff knowledge and expertise. The greatest service needs not being met by the library include space for meeting as groups.

# Community Analysis

## section II

### Demographic Information

#### Family Composition and Age Structure

This section provides a detailed profile of the current demographic and socioeconomic composition of the Redwood Shores branch library service area. This profile is based on the most recent available Census data released from Census 2000 or, if not available, then from 1990 census data. Corresponding data are also provided California and the United States for comparison purposes.

- Almost 22% of the population is under 21 years of age
- The total population is expected to grow minimally to 2020, to approximately 12,000
- The population has grown tremendously from 1980, a 154% increase
- 62% of households are reported as 'family households'
- 8.2% of household are reported as 2 or more person, non-family

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Total population</b>	<b>10,648</b>	<b>100.00</b>	<b>33,871,648</b>	<b>100.00</b>	<b>281,421,906</b>	<b>100.00</b>
Under 5 years	922	8.66	2,486,981	7.34	19,175,798	6.81
5 to 14 years	1,038	9.75	5,296,702	15.64	41,077,577	14.60
15 to 19 years	332	3.12	2,450,888	7.24	20,219,890	7.18
20 to 24 years	369	3.47	2,381,288	7.03	18,964,001	6.74
Under 21 years	2,338	21.96	10,725,400	31.66	84,522,713	30.03
60 years and over	1,036	9.73	4,742,499	14.00	45,797,200	16.27
65 years and over	652	6.12	3,595,658	10.62	34,991,753	12.43
75 years and over	236	2.22	1,707,835	5.04	16,600,767	5.90

### Age Composition 2000

U.S. Census Bureau, Census 2000, Summary File 1

	Redwood Shores		California		US	
	#	% Total Households	#	% Total Households	#	% Total Households
<b>Total households</b>	<b>4,649</b>	<b>100.0%</b>	<b>11,502,870</b>	<b>100.0%</b>	<b>105,480,101</b>	<b>100.0%</b>
Family households	2,909	62.6%	7,920,049	68.9%	71,787,347	68.1%
2 or more person households; Nonfamily households	381	8.2%	874,513	7.6%	6,462,679	6.1%
Family households	2,909	62.6%	7,920,049	68.9%	71,787,347	68.1%
Family households with one or more people under 18 years	1,352	29.1%	4,524,074	39.3%	37,612,106	35.7%
Married-couple family households	2,481	53.4%	5,877,084	51.1%	54,493,232	51.7%
Married-couple family households with one or more people under 18 years	1,118	24.0%	3,179,707	27.6%	26,212,007	24.9%
Family households: Female Householder, no husband present	293	6.3%	1,448,510	12.6%	12,900,103	12.2%
Family households; with one or more people under 18 years; Female householder, no husband present	164	3.5%	987,380	8.6%	8,827,729	8.4%

### Household and Family Composition: 2000

U.S. Census Bureau, Census 2000, Summary File 1

# Community Analysis

## section I

### *Racial and Ethnic Composition*

- Significant population composition: 62.7 % of the population is White Alone, while 29.24% of the population is Asian alone
- Of the total foreign born population, 67.03% are Asian and 40.41% of those are from China

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Total population</b>	<b>10,648</b>	<b>100.00</b>	<b>33,871,648</b>	<b>100.00</b>	<b>281,421,906</b>	<b>100.00</b>
<b>One race</b>	<b>10,226</b>	<b>96.04</b>	<b>32,264,002</b>	<b>95.25</b>	<b>274,595,678</b>	<b>97.57</b>
White alone	6,681	62.74	20,170,059	59.55	211,460,626	75.14
Black or African American alone	188	1.77	2,263,882	6.68	34,658,190	12.32
American Indian and Alaska Native alone	24	0.23	333,346	0.98	2,475,956	0.88
Asian alone	3,114	29.24	3,697,513	10.92	10,242,998	3.64
Native Hawaiian and Other Pacific Islander alone	34	0.32	116,961	0.35	398,835	0.14
Some other race alone	185	1.74	5,682,241	16.78	15,359,073	5.46
<b>Two or more races</b>	<b>422</b>	<b>3.96</b>	<b>1,607,646</b>	<b>4.75</b>	<b>6,826,228</b>	<b>2.43</b>
<b>Hispanic or Latino</b>	<b>632</b>	<b>5.94</b>	<b>10,966,556</b>	<b>32.38</b>	<b>35,305,818</b>	<b>12.55</b>

### **Race and Ethnicity: 2000**

*U.S. Census Bureau, Census 2000, Summary File 1*

### *Nativity and Immigrant Status*

- Almost 30% of the population is foreign born, with 13.34 Not a U.S. Citizen and an additional 16.10 percent Naturalized Citizens

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Total population</b>	<b>10,551</b>	<b>100.00</b>	<b>33,871,648</b>	<b>100.00</b>	<b>281,421,906</b>	<b>100.00</b>
Foreign born	3,106	29.44	8,864,255	26.17	31,107,889	11.05
Foreign born; entered US 1990 to March 2000	1,074	10.18	3,270,746	9.66	13,178,276	4.68
Naturalized citizen	1,699	16.10	3,473,266	10.25	12,542,626	4.46
Not a citizen	1,407	13.34	5,390,989	15.92	18,565,263	6.60

### **Nativity and Recency of Immigration**

*U.S. Census Bureau, Census 2000, Summary File 3*

# Community Analysis

## section II

### *Educational Attainment*

- 29.13% of residents hold a Master's, Professional or Doctorate degree, more than three times California and US comparatively
- 36.86% hold a Bachelor's Degree, more than twice as many as in both California and the U.S.
- Only 3.49% are Without a High School Diploma, compared to 23% in California and 19.6% in the U.S.

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Population 25 years and over</b>	<b>7,967</b>	<b>100.00</b>	<b>21,298,900</b>	<b>100.00</b>	<b>182,211,639</b>	<b>100.00</b>
Without high school diploma	278	3.49	4,942,743	23.21	35,715,625	19.60
High school graduate (includes equivalency)	489	6.14	4,288,452	20.13	52,168,981	28.63
Some college, no degree	1,429	17.94	4,879,336	22.91	38,351,595	21.05
Associate degree	513	6.44	1,518,403	7.13	11,512,833	6.32
Bachelor's degree	2,937	36.86	3,640,157	17.09	28,317,792	15.54
Master's, Professional, or Doctorate degree	2,321	29.13	2,029,809	9.53	16,144,813	8.86

### **Educational Attainment**

*U.S. Census Bureau, Census 2000, Summary File 3*

### *Literacy Rate and English Language Proficiency*

- 32.8 % of the population speak a language other than English
- 9.5% of the population Do Not Speak English 'Very Well'
- Asian and Pacific Island language speakers represent 17.94%, with Spanish speakers representing only 5.01%

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Population 5 years and over</b>	<b>9,539</b>	<b>100.00</b>	<b>31,416,629</b>	<b>100.00</b>	<b>262,375,152</b>	<b>100.00</b>
Speak language other than English	3,137	32.89	12,401,756	39.48	46,951,595	17.89
Do not speak English 'very well'	907	9.51	6,277,779	19.98	21,320,407	8.13
Spanish speakers	478	5.01	8,105,505	25.80	28,101,052	10.71
Asian and Pacific Island language speakers	1,711	17.94	2,709,179	8.62	6,960,065	2.65
Other language speakers	112	1.17	251,740	0.80	1,872,489	0.71

### **Language spoken at home**

*U.S. Census Bureau, Census 2000, Summary File 3*

# Community Analysis

## section I

### *Income and Poverty*

- Residents of Redwood Shores are fairly affluent, when comparing median household income and per capita income to California and the United States.
- Per capita income is \$58,508, compared to \$22,711 in California and \$21,587 in the U.S.
- Median family income is 118,754, more than double the \$53,025 in California and \$50,046 in the U.S.
- 1.77% of the families Redwood Shores Community lives below poverty level, with 0.92% of those having related children under 18 years, compared to 10.59% in California and 9.16% in the U.S.
- 2.78% of the population lives below poverty level in Redwood Shores, compared to 13.89% in CA and 12.05% in the U.S.

	Redwood Shores		California		US	
	#	%	#	%	#	%
Median household income in 1999	\$104,958		\$47,493		\$41,994	
Median family income in 1999	\$118,754		\$53,025		\$50,046	
Per capita income in 1999	\$58,508		\$22,711		\$21,587	
<b>Total Families</b>	<b>2,939</b>	<b>100.00</b>	<b>7,985,489</b>	<b>100.00</b>	<b>72,261,780</b>	<b>100.00</b>
Families in 1999 below poverty level	52	1.77	845,991	10.59	6,620,945	9.16
Families below poverty level with related children under 18 years	27	0.92	699,159	8.76	5,155,866	7.13
<b>Total population</b>	<b>10,551</b>	<b>100.00</b>	<b>33,871,648</b>	<b>100.00</b>	<b>281,421,906</b>	<b>100.00</b>
Population below poverty level (1999)	293	2.78	4,706,130	13.89	33,899,812	12.05
Below poverty level; 18 years and over (1999)	240	2.27	2,949,030	8.71	22,152,954	7.87
Below poverty level; 65 years and over (1999)	30	0.28	280,411	0.83	3,287,774	1.17

### **Income and Poverty Indicators**

*U.S. Census Bureau, Census 2000, Summary File 3*

### *Occupational Characteristics and Types of Workers*

- More than 80% of the community is employed in private, for-profit wage and salary positions
- 8.26% are self-employed in unincorporated businesses
- Over 66% of the population is in management, professional or related occupations with an additional 29.43% in service, sales and office occupations

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Employed civilian population 16 years and over</b>	<b>6,468</b>	<b>100.00</b>	<b>14,718,928</b>	<b>100.00</b>	<b>129,721,512</b>	<b>100.00</b>
Private for-profit wage and salary workers	5,200	80.40	10,561,011	71.75	92,968,270	71.67
Private not-for-profit wage and salary workers	218	3.37	845,536	5.74	9,294,457	7.16
Government workers	516	7.98	2,158,071	14.66	18,923,353	14.59
Self-employed workers in own not incorporated business	534	8.26	1,249,530	8.49	8,603,761	6.63
Unpaid family workers	0	0.00	53,934	0.37	400,037	0.31

### **Class of worker: 2000**

*U.S. Census Bureau, Census 2000, Summary File 3*

# Community Analysis

## section II

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Employed civilian population 16 years and over</b>	<b>6,468</b>	<b>100.00</b>	<b>14,718,928</b>	<b>100.00</b>	<b>129,721,512</b>	<b>100.00</b>
<b>OCCUPATION</b>						
Management, professional, and related occupations	4,281	66.19	5,295,069	35.97	43,646,731	33.65
Service occupations	411	6.35	2,173,874	14.77	19,276,947	14.86
Sales and office occupations	1,493	23.08	3,939,383	26.76	34,621,390	26.69
Farming and fishing, and forestry occupations	0	0.00	196,695	1.34	951,810	0.73
Construction, extraction, and maintenance occupations	127	1.96	1,212,853	8.24	12,014,111	9.26
Production, transportation, and material moving occupations	156	2.41	1,874,747	12.74	18,968,496	14.62
	<b>100.00</b>		<b>99.82</b>		<b>99.81</b>	
<b>INDUSTRY</b>						
Agriculture, forestry, fishing and hunting, and mining	0	0.00	282,717	1.92	2,426,053	1.87
Construction	175	2.71	915,023	6.22	8,801,507	6.78
Manufacturing	932	14.41	1,930,141	13.11	18,286,005	14.10
Wholesale trade	266	4.11	596,309	4.05	4,666,757	3.60
Retail trade	617	9.54	1,641,243	11.15	15,221,716	11.73
Transportation and warehousing, and utilities	313	4.84	689,387	4.68	6,740,102	5.20
Information	498	7.70	577,463	3.92	3,996,564	3.08
Finance, insurance, real estate and rental and leasing	781	12.07	1,016,916	6.91	8,934,972	6.89
Professional, scientific, management, administrative, and waste management services	1,654	25.57	1,711,625	11.63	12,061,865	9.30
Educational, health and social services	688	10.64	2,723,928	18.51	25,843,029	19.92
Arts, entertainment, recreation, accommodation and food services	119	1.84	1,204,211	8.18	10,210,295	7.87
Other services (except public administration)	192	2.97	761,154	5.17	6,320,632	4.87
Public administration	233	3.60	668,811	4.54	6,212,015	4.79
	<b>100.00</b>		<b>100.00</b>		<b>100.00</b>	

**Occupational: 2000***U.S. Census Bureau, Census 2000, Summary File 3*

# Community Analysis

## section I

### *Housing Characteristics*

- Almost 75% of the housing is occupied by owners
- Median value for owner-occupied units is \$579,400, compared to \$198,900 for California

	Redwood Shores		California		US	
	#	%	#	%	#	%
<b>Occupied housing units</b>	<b>4,649</b>	<b>100.00</b>	<b>11,502,870</b>	<b>100.00</b>	<b>105,480,101</b>	<b>100.00</b>
Owner occupied housing units	3,463	74.49	6,546,334	56.91	69,815,753	66.19
Renter occupied housing units	1,186	25.51	4,956,536	43.09	35,664,348	33.81
Average household size	2.29		2.87		2.59	
Average family size	2.87		3.43		3.14	
<b>Vacant housing units</b>	<b>232</b>	<b>100.00</b>	<b>711,679</b>	<b>100.00</b>	<b>10,424,540</b>	<b>100.00</b>
Vacant housing units: For rent	72	31.03	190,321	26.74	2,614,652	25.08
Vacant housing units: For sale only	11	4.74	92,197	12.95	1,204,318	11.55
Vacant housing units: Rented or sold, not occupied	21	9.05	50,846	7.14	702,435	6.74
Vacant housing units: For seasonal, recreational, or occasional use	103	44.40	236,857	33.28	3,578,718	34.33
Vacant housing units: For migrant workers	0	0.00	2,205	0.31	25,498	0.24
Vacant housing units: Other vacant	25	10.78	139,253	19.57	2,298,919	22.05
Housing units	4,881		12,214,549		115,904,641	
Median gross rent	\$1,900		\$747		\$602	
Median value for all owner-occupied housing units	\$579,400		\$198,900		\$111,800	

### **Housing Characteristics: 2000**

*U.S. Census Bureau, Census 2000, Summary Files 1 and 3*

### *Public School Academic Performance*

Redwood Shores is served by the Belmont-Redwood Shores Elementary School District, a public school system with 5 elementary schools, and one middle school. It is also served by the Sequoia Union High School District, a public school system with five high schools. Students attending the Sandpiper Elementary, the Ralston Intermediate, and the Carlmont High Schools comprise the primary student-user service area for the Redwood Shores library.

Every public school receives a Statewide rank along with its base score, as part of California's annual Academic Performance Index (API) reporting. These two measures, the rank and the score, can be used in gauging the academic performance of individual schools and an entire school district. The API is a numeric index that ranges from a low of 200 to a high of 1000. The score or placement of a school on the API is an indicator of the school's performance level. The Statewide rank is a number from 1 (lowest) to 10 (highest), indicating in which decile the school performed. Each decile contains ten percent of all elementary, middle, and high schools.

As shown in the following table, Belmont-Redwood Shores School District schools serving the Redwood Shores library service area has one elementary school and one middle school. Statewide rank is 9 for the Sandpiper Elementary School, and 9 for its middle school. Sequoia Union School District serving the Redwood Shores library service area has one high school with a statewide rank of 7.



# Community Analysis

## section II

School	API (Base) 2001	Statewide Rank
<b>Elementary Schools</b> Sandpiper Elementary	840	9
<b>Middle Schools</b> Ralston Intermediate	814	9
<b>High School</b> Carlmont High	685	7
Source: California Department of Education, Policy and Evaluation Division, <i>YEAR Academic Performance Index (API) Base</i> , DATE. Accessed at <a href="http://www.cde.ca.gov/psaa/api">www.cde.ca.gov/psaa/api</a> .		

### Information Resources

#### Information Resources

Community information included in this section was obtained from:

<sup>1</sup> City of Redwood City Home Page. (2002) [www page]. URL

<http://www.redwoodcity.org/>

<sup>2</sup> Copyright © 1999. Redwood City Public Library. All rights reserved

<sup>3</sup> The Redwood City Chamber of Commerce

<sup>4</sup> The Belmont-Redwood Shores School District

See California Department of Education, Policy and Evaluation Division, *Explanatory Notes for the 2002 Academic Performance Index Base Report*, n.d. [2002]. Accessed at [www.cde.ca.gov/psaa/api](http://www.cde.ca.gov/psaa/api)



# Analysis of Community Characteristics

## section II

### ***Analysis of Community Characteristics***

This planned community developed quickly and will reach capacity by 2020. It is geographically isolated by Highway 101, and has no real 'civic space'. Children, beyond elementary school, attend schools outside the community, and over 82% of the survey respondents work outside of Redwood Shores. When they return to the community in the afternoon, evenings and on weekends, the absence of a library facility is strongly felt.

The demographic dynamic is family oriented, with a large Asian population. Cultural diversity will be a key factor in library services, as will serving a spectrum of target audiences. English as a second language for many of the residents is a need that can be successfully addressed by a library, and support for formal education is a priority in this extremely well educated community.

The natural environment in which this community is located was a key factor in many of the resident's choice for locating here. The library can strengthen the existing parks, trails and access to that natural environment, and supplement with rich resources, materials and programs that engage the community in learning about the history, preservation and conservation of this precious resource.

Throughout the outreach process a singular, widely held concept has emerged. Yes, this community wants and needs a local, community library. However, they hope that a library will also serve to fill the void of other community oriented services and facilities by extending its role toward 'community center'. The community has voiced repeatedly the need for facilities, programs and services that support organized community groups – as well as those that have yet to materialize, potentially due to lack of 'place' within the community for them to gather.



# Analysis of Library Service Needs

## section II

### *Executive Summary*

The outreach process was designed to solicit input on current use of libraries, as well as how the community would like to experience their library of the future.

#### *Library Use Over a Lifetime, and Barriers to Use*

Residents see libraries as an essential community resource, one that is currently missing. The residents of Redwood Shores must use regional libraries, outside of their community. Many expressed the fond memories of the importance of libraries in their youth, and that they would like their children to have those same experiences. However, access to libraries is difficult when they are not located within the community. All target audiences shared their desire for library services, and ‘the place’ – they need convenient and relevant library services. Children, especially, feel the need for a library located in close proximity so that they can use the library without depending upon others for access.

#### *Needs Not Yet Met*

Program, activity, and community meeting rooms are desired, and greater access to technology is requested (expected). The library environment needs to be comfortable, zoned for different activities, with navigable collections and more self services and amenities like coffee, copy and exterior spaces.

#### *Implications of the Demographic Data Relative to Library Service Needs*

The immediate and future relevance to library service needs of the community and demographic information contained in the previous section include:

- Redwood Shores is a relatively stable community, likely to experience no more growth than the county. A facility with capacity to meet the needs of the population in 2020 should serve this community effectively for many years beyond.
- Educational attainment in Redwood Shores is much higher than average as compared to the county or the state, reflecting the importance placed in education by the community through the needs assessment process
- The foreign languages spoken in this community are predominately Asian, in contrast to the rest of Redwood City where Spanish is more prevalent – and affecting the plan of service and collection development
- Almost 10% of the population “do not speak English ‘very well’”, reflecting a need for literacy services.

#### *Priorities for Redwood Shores*

The following service responses have been selected to create a relevant environment, rich with resources, which will meet the needs of the community.

##### ▫ ***Support Formal Learning and Lifelong learning***

The educational role of the library is the number one priority for the Redwood Shores community - a learning environment, with rich resources and assistance.

##### ▫ ***Recreation and Leisure Reading***

Community members are interested in current topics and titles, as well as classics. They have voiced the desire to have access to a wide variety of leisure reading, as well as different media formats.

##### ▫ ***Strengthening Community***

# Analysis of Library Service Needs

## section I

### **Executive Summary**

Opportunities for the community to come together are extremely limited in Redwood Shores – they see the library as ‘the place’ that will allow them to learn and play together, engage in dialogue regarding community issues, and meet as groups.

#### ▫ **Discovery...and Access**

Independent use and self-services within the library are expected within the community as much as knowledgeable staff and assistance. Essentially, the community needs to have choices regarding use of the library.

### **Analysis of Library Service Needs**

#### *Use of the Library by the Redwood Shores community*

Because no library exists within the community, we must rely on the resident’s use of other libraries in the area to understand their current usage patterns. 42 % are card holders and use the libraries in the area, to include Redwood City Main and Branches, Belmont, Menlo Park, San Mateo Marina Branch, San Mateo Main, Burlingame Main, Menlo Park, Foster City, and San Carlos.

#### *Library Patrons by Age Group*

Even without convenient access to libraries, there are 3520 adult and 979 juvenile borrowers in Redwood Shores registered by the Redwood City Library.

#### *Branch Circulation – Cross-Jurisdictional Use*

Records for library patrons in Redwood Shore for the libraries listed above show that the materials checked out include a wide variety of books and media across all age audiences and in multiple languages.

#### *Lifetime Use*

“Libraries are essential to education, research and discovery.” This reflects the sentiments of most of the participants in the community outreach process. Parents seek to embed lifelong skills in their children by introducing them to libraries at an early age and then promoting their use throughout childhood. They want to foster reading as a lifelong habit and know that their children will be continually challenged throughout their lives to learn, adapt and grow.

The children themselves seek reading materials and programs that provide insight into their early passions, whether “dinosaurs, dancing or literature”. The focus group with elementary children surprisingly revealed that these kids are interested in and excited about a variety of materials and programs. They read books, use computers, and yes, play computer games. But they also want soft furniture, a quiet spot to read – and good lighting. Pictures drawn by the focus group participants reveal an orderly library, with ‘their’ books clearly identified and organized, noisy and quiet areas with soft seating and lamps, and multiple copies of everything so no one goes without.

Students would use the library for both school assignments and reading for pleasure, and enjoy the availability of mixed media. The community believes the library would be heavily used after school as a safe and convenient place to study and meet with friends.

# Analysis of Library Service Needs

## section II

### *Analysis of Library Service Needs*

Educators see real potential in the interpretive center – to include establishing a base for marine biology course excursions that address the spectrum of students. There are opportunities for partnering with nearby Canada college for dual credit courses for high school students, as well as providing navigation courses at the library for all ages.

Integrating a textbook collection from Sandpiper Elementary, Ralston Middle and Carlmont High will serve students well in assisting with curriculum oriented study and research. Educators also believe that parents and other volunteers would be eager and willing to extend their reach to this neighborhood and serve this community. The elementary school believes that it could enlist parents to assist elementary and middle school students in their curriculum oriented work, and that parenting help could be provided both informally and formally through establishment of a facility in the community.

Adults use the library for personal and work related information and research, to support their child's learning, and for pleasure. Access to 'what is not available on the internet' is important, as is the integrity of the information. Many comment that their use has changed over time – stages of life being the biggest driver. When their children were little, library use focused on children's activities and materials, and cultivating family oriented learning, growth and development. As they aged, they were able to focus more on personal enrichment, as well as continuing education and careers. Many adults volunteer with the schools, and see the library as a volunteer opportunity for themselves and others.

Many of the participants, through focus groups and in the survey, noted that they use multiple libraries – dependent upon a number of factors. For this community, the largest factors were proximity to home or work, and transportation. Children must rely on adults to drive them to libraries in surrounding communities.

Seniors use of the library, both coming to the facility and relying on volunteers to bring materials to them, is envisioned. Many of the families in the community migrated to the United States with their extended families, and rely upon their parents to assist in taking care of the children in the family. The senior population, with diverse cultures and languages, would benefit from a library within the community. The focus for them could be learning English or gathering with friends – allowing them to become a part of the larger community. There is also a growing population of retired individuals, who seek individual learning and research, as well as investment, travel and special projects information.

All ages want to independently explore and discover, as well as rely upon library staff to assist in reference, find materials or provide reader's advisories. The concepts of self-service are permeating library patron's use of the library– and seem to be a 'given' from the child's perspective. A 3<sup>rd</sup> grade focus group participant shared an idea for a book vending machine, so he could check out materials when the library was closed.

Overall, the community's expectation and desire for library services include those found in traditional libraries – the materials, programs, and staff, but the environment should be more

# Analysis of Library Service Needs

## section I

### *Analysis of Library Service Needs*

modern, flexible, adaptable, accessible and inviting to all ages and cultures. They wish to create a sense of place within the community and seek a collective place to call their own.

The following pages include pictures drawn by 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students, when asked in a focus group: "Draw a picture of you at a really great library".

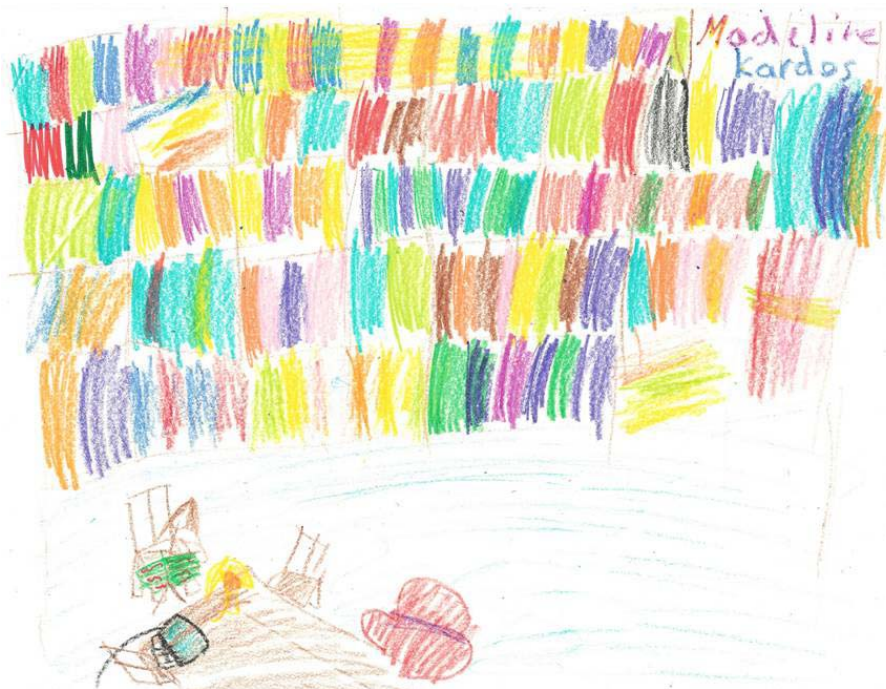
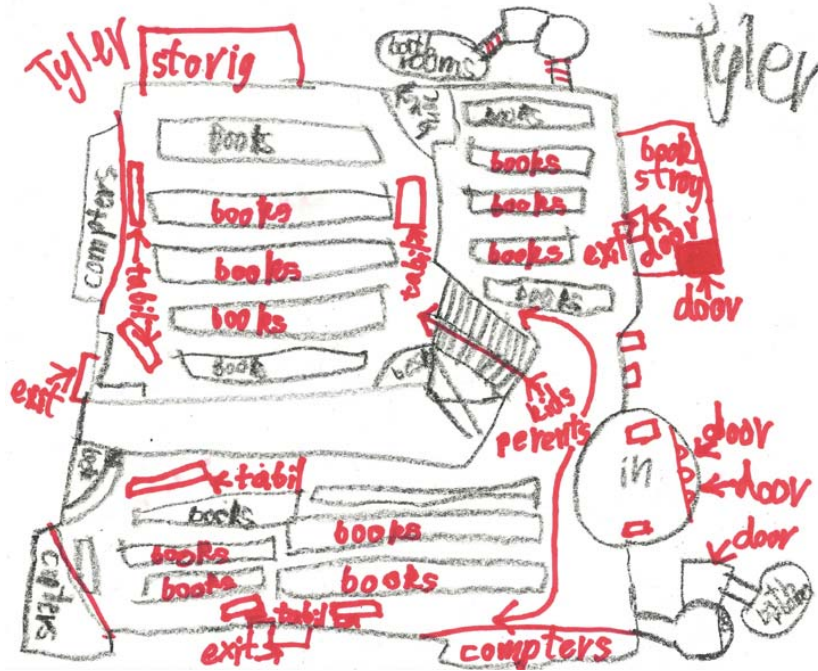




# Analysis of Library Service Needs

## section II

### Analysis of Library Service Needs



# Analysis of Library Service Needs

section I

## Analysis of Library Service Needs



Paul  
Mayas.



# Analysis of Library Service Needs

section II

## Analysis of Library Service Needs

Riley Ann Williams





# Analysis of Library Service Needs

section I

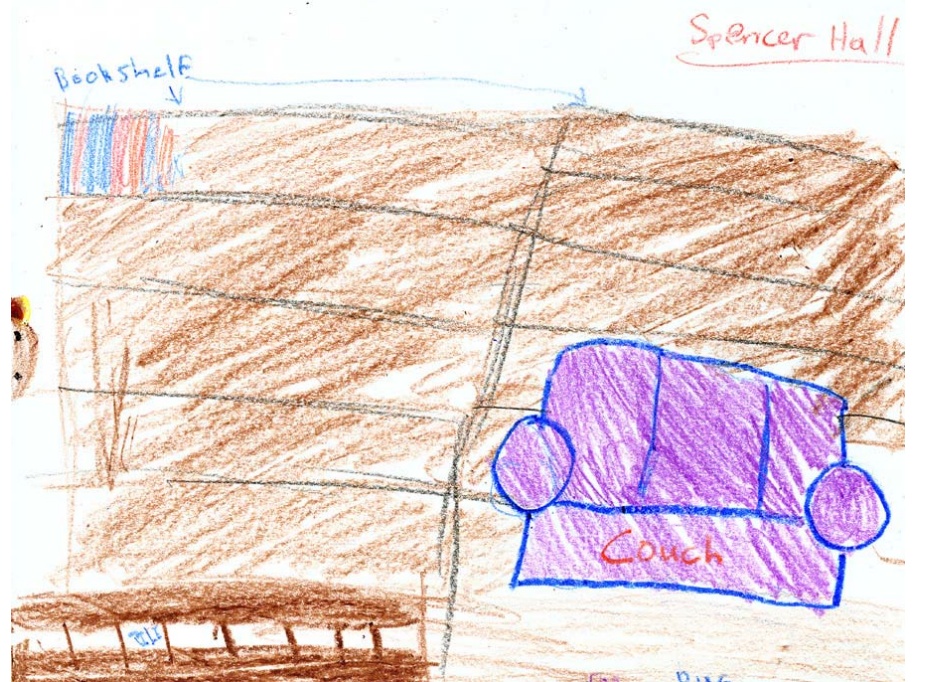
## Analysis of Library Service Needs



# Analysis of Library Service Needs

## section II

### Analysis of Library Service Needs



#### Barriers to Library Use

The geographic location of Redwood Shores, relevant to other libraries in the region, is the greatest barrier to use. Children rely on their parents to drive them to the libraries in other

# Analysis of Library Service Needs

## section I

### ***Analysis of Library Service Needs***

communities, and parents cite work schedules as prohibitive in getting to libraries outside their neighborhood. Locating a library within the community excites the residents – although approximately 72% stated they would come by car, 55% would walk and 35% would bicycle to the library if it they could.

For those that responded that they do not use the library, the following are indicative of the main reasons offered:

- “no convenient location in Redwood Shores”
- “too far away”
- “either on the web or my personal computer or I purchase the books for my own use”

Increased diversity in language collections and programming will be necessary to address the growing diversity within the community and ensure language is not a barrier to library use. Use of the library by whole and extended families that stay together in the library (mainly in the children’s areas) will require changes to traditional library services and design.

### ***Appreciation for the Library***

When focus group participants were asked “What do you appreciate about the services you receive, or what is working well?”, and “What are the things you like most about the library or libraries you currently use?” the responses overwhelmingly included:

- children’s programs and materials
- summer reading programs
- personalized service and expertise of staff
- resources reflective of community needs
- tutoring and homework help services
- quiet place to study and read
- active place with lots of materials
- self-check out
- “the people there”
- “learning”
- access to information and interaction with staff
- availability of books and media
- “easy to use and efficient”
- “first one to open a brand new book”
- volunteers
- website
- nice environments, aesthetics
- “free”

Survey responses to “What is your primary reason for using the library” included:

- children’s school projects
- children’s books and storytime
- materials, “a book to read” / “checking out books”
- media (videos, DVDs, CDs), magazines and newspapers
- ”special events - book discussion groups, storytime”

# Analysis of Library Service Needs

## section II

### *Analysis of Library Service Needs*

- Friends book sales
- general research and information
- “general pleasure reading, occasional research for school”
- information and entertainment
- “research for projects, obtain literature on classes, organizations, etc.”
- use of the computers and internet access
- “business, education, and references for jobs”

All aspects of the community involved in the needs assessment appreciate the staff at the library for their assistance, knowledge and expertise.

Teachers, school librarians and administrators consider the library, through its materials and staff, as extremely valuable in extending the strained resources of the school districts and other educational providers in the area. The current economic situation, and the legacy of Prop 14, creates the expectation that this need will not diminish soon.

### *Needs Not Yet Met*

When asked “What would you like to do or have access to at the Library, but currently cannot?”, outreach participants raised the following:

- “A Library!”
- “I can’t get to the library”
- Pre-viewing / listening to media materials
- “Same software as at school”
- “place for group assignments”
- Patio – exterior spaces
- More current releases
- Community Rooms / Meeting Rooms – “large meetings, small meetings, all sizes”
- More media – videos, CDs, DVDs
- Home delivery of materials
- Programs, for children, teens and adults
- Author’s lectures, etc.
- Coffee or a café (opinions split differ regarding ‘in the library’ or ‘next to the library’)
- Copy services and supplies
- A center for community life
- Signage to and within the library - navigable collections
- Electronic access to information and resources
- more computers for children
- Tutor programs
- Scanners and multimedia oriented computers
- A quiet place to read or study

The educational community would like to see services and programs more aligned to the schedule of families with working parents – later afternoon and early evening, and a focus on early childhood development to prepare children for the educational environment. Children’s service providers see the morning as the most effective time to engage children, but the library is not always open before noon. Further collaboration with the library to

# Analysis of Library Service Needs

## section I

### ***Analysis of Library Service Needs***

support the curriculum through enhanced materials and programs is a focus. Both the educational community and families are concerned about raising standardized test scores so students are prepared to pass the California High School Exit Exam.(CAHSEE). They would like to see the library prioritize this and provide services, materials and facilities to promote their children's educational success.

Quiet study and reading space is in short supply in the library, mainly because there are no dedicated spaces for group study and activities. Where libraries were once quiet, with activity enclosed in separate areas, the current trend is moving toward a higher level of activity throughout the library, with designated, enclosed areas for quiet reading and study.

Adults seek programs geared to their interests and needs, to include author's lectures, music, art, literature, travel, culture, history, book talks, and book clubs. They would like to have programs at the library that are fun and educational, social, and geared toward special interests.

The need for meeting spaces was a common thread throughout all discussions and in the survey responses. Organizations and individuals would like a place to meet and work collaboratively together. The Sandpiper School Community Room is fully scheduled, indicating a need for more community oriented meeting space within the community. Participants expressed a desire to be able to meet in technologically equipped spaces, with access to the internet, multimedia and audiovisual capabilities.

Across all target audiences, the desire for greater access to technology and electronic resources is a priority, through computers available in the library and personal laptops brought to the library (wireless services), as well as remote access to resources (databases, etc.). There is a desire to become even more connected to electronic resources – to colleges, universities and others. Patrons desire a wider range of software and hardware in the library, to include office suites and multimedia.

Another issue described by most participants was the library environment. Patrons want a clean, modern facility, with excellent lighting and multiple different types and sizes of soft seating (to accommodate different sizes of people and parents reading with children), enclosed rooms for group study, quiet reading areas, color and architectural interest, elements of retail environments like bookstores, a coffee shop or café, exterior areas, a fire place, alcoves, unique spaces, and environments that distinguish function and highlight collections.

### ***Service Delivery Model / Service Responses***

#### *Priorities for Redwood Shores*

While discussion was energetic, the information from stakeholder focus groups, community forums, staff workshops, a community survey and casual conversations with members of the community all focused on three specific roles and service priorities for their envisioned library: supporting formal education and lifelong learning, reading for pleasure and current



# Analysis of Library Service Needs

## section II

### ***Service Delivery Model / Service Responses***

topics and titles, and as a commons for the community – a center.

Two primary library roles - “Furthering Education” (88% of the people surveyed) and “Recreation and Leisure Reading” (78% ) - were identified as the library’s main functions, far exceeding all other choices.

Top service priorities – identified by more than two thirds of the people who participated in this process as very important or important – included (in order of preference):

- Emphasis on reading as a lifelong habit (88%)
- Children’s programs (83%)
- Children’s books and magazines (80%)
- Books and magazines for adults (74%)
- Children’s Suggested Reading Lists (72%)
- Reference assistance (67%)
- Self-service reference books (66%)
- Children’s Media (65%)
- Access to materials from other library systems (100%) [[check these records – more than all survey responses](#)]

A third role – “Library as Community Center” also emerged as extremely important to the community. In every discussion, the need for meeting rooms for the community and its organizations was presented.

- Shared space for events/meetings/classes (66%)

The community has struggled throughout this needs assessment process, as they perceived library and community center as two distinctly different things – and believe they are faced with a choice between the two. The choice becomes more difficult, in their perception, because the site selected for the library is the ‘last undeveloped piece of land in the community’. However, through outreach and education, the community has become excited about ‘having their cake and eating it too...’, in realizing that their library can also be a center for the community.

Although the community has struggled with “library or community center”, they have at least one thing they collectively share – the natural resources and environment that caused them to locate there. An appreciation for their environment is widely held within the community, and there is a deep desire to learn more, share with others, and teach their children about the bay, the wetlands, the wildlife and the history of their community. An interpretive center, with collections supporting research and learning about the environment, is envisioned as a natural component of the future library. This would offer a place for classroom excursions supporting the science curricula at the schools, and may offer a ‘door’ for the community to access the levee and trails that are integrated into the selected site. Many have identified the opportunity to learn, enjoy, experience and exercise all at the same time as a means to combat the “not enough time” ‘syndrome that rules many of their lives.

# Analysis of Library Service Needs

## section I

### ***Service Delivery Model / Service Responses***

#### ***Support Formal Education and Lifelong Learning***

The educational role of the library is the number one priority for the Redwood Shores community. The community wants the library to support both formal and informal educational activities, through shared collections, electronic resources, services and facilities.

During the needs assessment process, the community identified the following desirable service responses:

- Learning environment
- Story hours and children's programs to prepare young children for learning and reading
- After school programs
- Homework Center to help students find information and complete their assignments
- Collaboration with/outreach to schools
- Teaching/training/mentoring activities
- Curriculum based collections for middle and high school students
- Textbooks and school assignment oriented materials – reserve collection
- Group study facilities
- Reference assistance
- Library materials in multiple languages
- English conversational classes
- Access to business services and other specialized electronic resources
- Health and wellness collections
- Interpretive and resource center focused on Redwood Shores natural resources – wetlands and wildlife
- Specialist speakers and programs of interest

Additional options for addressing this component, as outlined in the Public Library Association's *Planning and Role Setting for Public Libraries*, and *The New Planning for Results*, might include:

#### Formal Learning Support

- Computer laboratory
- Adjunct classroom space
- Tutoring
- Group study facilities
- Web site with links to curriculum and other educational sites

#### Homework Center

- Instruction in research and study skills
- Provision of appropriate support tools such as bibliographies, listing of Web sites, and pathfinders
- Temporary reserve or limited circulation collections in response to teacher requests

#### Subject Specialty Learning Center(s)

- Comprehensive, in-depth collection(s) of resources and learning activities on one or more specific subject areas that complement the curriculum of the school district.

# Analysis of Library Service Needs

## section II

### ***Service Delivery Model / Service Responses***

#### Information Literacy Services

- Classroom space
- Special programs on media literacy
- Listening and viewing multimedia computer stations for critical evaluation of resources
- Basic library skills and bibliographic instruction
- Instructional technology
- Distance learning equipment, software and bandwidth to enable online instruction and other forms of educational interaction with distant communities, individuals, or institutions

#### General Information Services

- Basic reference resources available through the library Web page
- Twenty-four hour electronic reference service (ability to e-mail questions)
- Ready reference answers faxed to home or office
- Desktop videoconferencing (for transmitting graphics)

#### Lifelong Learning Service:

- Electronic and printed research guides and pathfinders
- How-to programs on topics of general public interest
- Special topics displays of materials and resources
- Artist-in-residence programs
- Demonstrations and exhibits
- History and biography resources

#### Independent Learning

- Planned series of programs and presentations by scholars
- Pathfinders for independent research
- Seminal titles and in-depth coverage of a broad spectrum of topics and disciplines
- newspapers and periodicals in major areas of learning interest
- DVD(s) and recorded books for commuters on educational topics

#### ***Recreation and Leisure Reading***

The Redwood Shores community members are very interested in and concerned about reading. They see reading as both a recreational activity and a critical factor in success in school, work, and life. They want the library to provide incentive and sustain reading as a lifelong habit, and they see the library as perfectly positioned to lead this effort.

During the needs assessment process, the community identified the following desirable service responses:

- Well-stocked collections – current and popular books, magazines, newspapers and especially media
- Book clubs
- Author's lectures, literary programs
- Reader's Advisory (focused on target audiences – children, teens, parents, adults)
- Community programs and activities

# Analysis of Library Service Needs

## section I

### ***Service Delivery Model / Service Responses***

- Access to full-text magazines and newspaper articles through electronic resources
- Literacy tutoring and spaces to support tutoring
- Comfortable seating and lighting – a “reading friendly” environment

Additional options for addressing this component, as outlined in the Public Library Association’s *Planning and Role Setting for Public Libraries*, and *The New Planning for Results*, might include:

#### Current Topics and Titles Service

- Book talks
- Author book signings and lectures
- Display shelving and merchandising of popular collections
- Drive-through check-out or return

#### Family Literacy Center

- One-to-one tutoring, either personal or online
- Small group instruction
- Reading and writing instruction
- Computers with software to improve reading and writing skills

### ***Strengthening Community***

Redwood Shores is proud of their community and active in neighborhood associations, community groups, children’s groups and support of the schools. They are extremely limited in opportunities to formally meet, or even run into each other in an ‘impromptu’ manner. They feel divorced from the rest of Redwood City, and have few civic facilities to call their own. The shared use of the Sandpiper Elementary School and Community Center leaves few opportunities for community use – therefore it is heavily used by the community when school is not in session. The entire facility is reserved for school use from 8 a.m. to 3 p.m. when school is in session, and available to 9:30 p.m. M-Th, 6:30 p.m. F and 5 p.m. Saturday. Rental of the facility may extend these hours, and includes Birthday parties, wedding receptions and dinners. Current usage of the facility typically includes:

- After-school care Sandpiper Youth Club
- The Community
- Recreation Classes
- Homeowners Associations
- Church Groups
- Boy and Girl Scouts
- Mothers Clubs
- Soccer Organizations
- Voting

During the needs assessment process, the community identified the following desirable service responses:

- Hours compatible with patrons work and school schedules
- Community events and information on bulletin boards / electronic kiosks maintained by

# Analysis of Library Service Needs

## section II

### ***Service Delivery Model / Service Responses***

- the library
- Interactive sessions on community issues and opportunities
- Local nature and history programs and displays directed towards young people
- “Business friendly” organization that partners to leverage resources in the community (Oracle tutors, etc.)
- Meeting rooms for community organizations
- A gateway to other resources – community services and activities – and other libraries and information sources
- Amenities like a coffee shop / café (opinions still mixed in this community about food in the library!), copiers, and a bookstore for Friends

Additional options for addressing this component, as outlined in the Public Library Association’s *Planning and Role Setting for Public Libraries*, and *The New Planning for Results*, might include:

#### Local History Services

- Programs on local history
- Digitization of historic photographs
- Indexing of local newspapers
- Oral histories
- Web links to history sites

#### Business and Career Information Service

- Business services center
- Programs on investing, entrepreneurship
- Web links to business, investment, bid and procurement, and job placement Internet sites

#### “Commons” Services

- Automated room scheduling
- Community events bulletin board or kiosk
- Videoconferencing and/or Webcasting facilities

### ***Discovery...and Access***

Independent use of the library is important to this community. More than 65% of the survey respondents prefer to look for information or materials on their own, and almost 47% use the library online via its web page. These contrast with ‘going to the library to get help from staff’, with response at less than 30%. Self service reference books were rated very important or important by more than 65% of the respondents and 62% are very interested in self-service check out of materials.

Redwood Shores is a wired community. More than 95% of the people who participated in the survey have access to the Internet from home and/or work. For both convenience and efficiency, they want the library to offer its services online as well as in person. They value the library as a place, however, they emphasized the importance of the availability of library services online – particularly services needed by students – during non-business hours.

# Analysis of Library Service Needs

## section I

### ***Service Delivery Model / Service Responses***

They support the concept of e-government services.

During the needs assessment process, the community identified the following desirable service responses:

- Interactive Web site with equivalents to the full range of in-building services
- Full text databases
- Real time access to library services by telephone and on the internet
- Downloadable equivalents of books, books on tape, music, etc.
- 24x7 virtual services
- Reciprocal links with other online information sources
- Browse-able collections
- Easy navigation
- Self-service opportunities

The community wants a library that is family oriented – safe, easy to get to, and on the way to destinations that serve the needs of families. It should be noted that many adults (and children!), while supporting the vision of the library as a family-friendly place, want to be sure that any design also incorporate quiet areas for reading and study.

The vast majority of survey responses regarding the “times most likely to use the library” were fairly evenly distributed between 9:00 a.m. and 9:00 p.m., with highest percentage from 12:00 noon to 9:00 p.m. Responses to the question “days most like to use the library” include Monday through Thursday at 65%, Friday at 32%, Saturday at 62% and Sunday at 53%.

During the needs assessment process, the community identified the following desirable service responses:

- Ample parking
- Hours that support work and school schedules
- Safe bicycle and pedestrian access
- Programs for children
- Co-located with other family-oriented destinations
- Secure children’s areas
- Family seating
- Activities “zoned” by noise level

A library, like all organizations, will fail if it attempts to “please all people all of the time” or to “be all things to all people”. Focusing goals, performance measures and resource allocation based upon a current and ongoing understanding of the most highly prioritized needs in a community is critical to the success and relevance of public libraries today and into the future. Libraries provide direct services to those they serve, but in many instances do so by supporting other efforts in the community. For example, Schools and Colleges are focused on formal learning, but the library can strengthen and support their efforts, ultimately leveraging community investment toward those issues that are most important to the community at large.

# Analysis of Library Service Needs

section II

***Service Delivery Model / Service Responses***

*Ongoing Review  
and Refinement*

The service responses outlined above are relevant to the Redwood Shores community today and into the foreseeable future. However, ongoing library planning processes will allow the library to evaluate and refine the specific techniques it uses to deliver its services to meet current needs in the community, and to adjust those services accordingly over time.





Service and Physical Limitations of Existing Facilities  
section II

***Service Limitations of Existing Library Facilities***

Not applicable. There is no library facility in the Redwood Shores community.

***Physical Limitations of Existing Library Facilities – Existing Conditions Analysis***

Not applicable. There is no library facility in the Redwood Shores community.



# Space Needs Assessment

## section II

### *Executive Summary*

The space considerations included in this section are preliminary in nature and based upon the level of data gathering and analysis appropriate to this phase and type of planning. Space allocation was developed in response to information gathered in the public and staff input process, and will be validated through a more detailed operational planning process. **Basing final budgets or total space need and use on this preliminary information is not advised**, as a library plan of service and building programming effort will result in more definitive space allocation and use.

The total gross square feet projected for the library is 22,204 s.f. 16,653 s.f. is assignable to library functions, and 5,551 s.f. is provided as non-assignable (@ 25% of gross) to reach a 75% efficiency. Library collections, seating, technology, staff offices and workstations, special use spaces and community spaces (library programs, special programs and meetings) are included.

The space allocations provided for consideration below represent assignable square feet (asf). ASF refers to the actual space required to meet functional need. Within the programming effort, a grossing factor will be applied that accounts for circulation and building support functions, such as stairs, hallways, mechanical rooms, etc., and provides the total square footage need. More detailed information about space allocation, quality of space, technical and functional requirements, library traffic and usage patterns, and adjacencies will be developed in the building program.

### *Assumptions and Definitions*

Assignable square footage refers to the usable space within the building assigned to public and staff functions, to include furniture and equipment, excluding any non-assignable space.

Non-assignable square footage refers to utility areas of a building required for the function of the building, including stairways; elevators; corridors and interior walkways; public lobbies; restrooms; duct shafts; mechanical rooms; electrical closets; telecommunications closets for voice, data, electrical, security, and fire systems; janitor's closets; fireplaces; interior and exterior wall thickness; and exterior amenities that are part of the building but not enclosed, such as loading docks and covered patios, porches, and walkways.

Gross square footage refers to the entire area of the building interior including the exterior wall thickness. The total of the assignable square footage and the non-assignable square footage equals the gross square footage.

# Space Needs Assessment

## section I

	Quantity	Items or People	Items / S.F. or S.F. / Item	Required S.F.	Criteria or Assumptions
Service Population	12000				
<b>Collections</b>	<b>48000</b>		<b>17</b>	<b>2,824</b>	<b>Based upon 4 items/capita</b>
<b>Storytelling Area</b>		<b>40</b>	<b>20</b>	<b>800</b>	
				-	<b>4.5/1000 in service population. Inclusive of group study rooms, lounge, table and carrel seating, etc.</b>
<b>Reader Seats</b>		<b>54</b>	<b>40</b>	<b>2,160</b>	
					<b>Includes computers, internet access, microform, multimedia, copiers, faxes, online catalogs, etc. 4.5/1000 in service population.</b>
<b>Technology</b>		<b>54</b>	<b>40</b>	<b>2,160</b>	
<b>Staff Offices and Workstations</b>		<b>15</b>	<b>150</b>	<b>2,250</b>	<b>Public service points and staff workspace</b>
					<b>10% of Functional Space, above, for special use</b>
<b>Special Use Spaces</b>				<b>939</b>	
<b>Community Spaces</b>				<b>5,520</b>	
Multipurpose Room	1	100	20	2,000	Children's Programs, Authors, Lectures, etc.
Meeting Rooms	2	25	30	1,500	
Meeting Rooms	2	12	30	720	
Friends or Partner Functions	1		600	600	Bookstore / Processing
Coffee / Café	1		700	700	Includes seating
				-	
<b>Total Assignable Space</b>				<b>16,653</b>	
					<b>non-assignable square feet at 75% efficiency</b>
<b>Non-assignable Space</b>				<b>5,551</b>	
<b>Total Estimated Space Need</b>				<b>22,204</b>	<b>gross square footage</b>

### Library Collections

#### Library Collections

As no library exists in Redwood Shores, the opening day collection will need to be developed prior to move-in - the full projected collection capacity for the Redwood City Community Library has been developed per the following methodology:

- Collections have been projected at 4 items per capita in the service population to 2020, by the Library Director and staff, for an approximate total of 48,000 items
- Collection shelving assumptions are included, below. For purposes of this assessment, seventeen items per square foot have been utilized as a factor for determining the total square feet necessary to accommodate collections.

# Space Needs Assessment

## section II

### Collection Space Chart

## Allocation of the Library's Book Collection

### CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total Volumes	Percent in Circulation	Projected Volumes/ Volumes on Shelf	Linear
<b><u>Adult/Young Adult</u></b>	<b><u>73.02%</u></b>	<b><u>31,400</u></b>	<b><u>25.32%</u></b>	<b><u>23,448</u></b>	<b><u>9.2</u></b>
<b>Browsing</b>					
New Books	0.98%	420	50.00%	210	5
<b>Fiction</b>					
Fiction	17.67%	7,600	40.00%	4,560	8
<b>International Languages</b>					
International Languages	6.70%	2,880	40.00%	1,728	10
<b>Non-Fiction</b>					
Non-Fiction	39.53%	17,000	15.00%	14,450	8
<b>Paperbacks</b>					
Paperbacks	2.33%	1,000	40.00%	600	12
<b>Reference</b>					
Reference	2.09%	900	0.00%	900	7
<b>Special</b>					
Special Books	0.93%	400	30.00%	280	8
<b>Young Adult</b>					
Young Adult Paperbacks	2.79%	1,200	40.00%	720	12
<b><u>Children/Juvenile</u></b>	<b><u>26.98%</u></b>	<b><u>11,602</u></b>	<b><u>32.66%</u></b>	<b><u>7,813</u></b>	<b><u>13.4</u></b>
<b>Children's New Books</b>					
New Books (Face Out)	0.47%	200	50.00%	100	1
<b>Children's Picture Books</b>					
Children's Picture Books	6.14%	2,640	50.00%	1,320	20
<b>Children's Special Books</b>					
Children's Special Books	0.38%	162	30.00%	113	20
<b>Juvenile Fiction</b>					
Juvenile Fiction	7.91%	3,400	30.00%	2,380	13
<b>Juvenile Non-Fiction</b>					
Juvenile Non-Fiction	12.09%	5,200	25.00%	3,900	13
<b>Totals:</b>	<b><u>100.00%</u></b>	<b><u>43,002</u></b>	<b><u>27.30%</u></b>	<b><u>31,261</u></b>	<b><u>9.2</u></b>

## Space Needs Assessment

## section I

## Allocation of the Library's Multimedia Collection

**CATEGORY**

<b>Subcategory Volume Type</b>	<b>Percent of Collection</b>	<b>Projected Total Volumes</b>	<b>Percent in Circulation</b>	<b>Projected Volumes/ Volumes on Shelf</b>	<b>Linear</b>
<b><u>Combined (Adult &amp;</u></b>	<b><u>100.00%</u></b>	<b><u>5,570</u></b>	<b><u>46.34%</u></b>	<b><u>2,989</u></b>	<b><u>25</u></b>
<b>Audio Book Compact Disc</b>					
Audio Book CD (CD ROM)	24.42%	1,360	35.00%	884	25
<b>Audio Compact Disc (CD)</b>					
Audio Compact Disc (CD)	27.11%	1,510	50.00%	755	25
<b>DVD</b>					
DVD	48.47%	2,700	50.00%	1,350	25
<b>Totals:</b>	<b><u>100.00%</u></b>	<b><u>5,570</u></b>	<b><u>130.47%</u></b>	<b><u>2,989</u></b>	<b><u>25</u></b>

## Allocation of the Library's Periodical Collection

**CATEGORY**

<b>Subcategory Volume Type</b>	<b>Percent of Collection</b>	<b>Projected Total Volumes</b>	<b>Percent in Circulation</b>	<b>Projected Volumes/ Volumes on Shelf</b>	<b>Linear</b>
<b><u>Adult/Young Adult</u></b>	<b><u>91.67%</u></b>	<b><u>220</u></b>	<b><u>0.00%</u></b>	<b><u>220</u></b>	<b><u>2</u></b>
<b>Back Issue Magazines</b>					
Back Issue Magazines	47.92%	115	0.00%	115	2
<b>Current Magazines</b>					
Current Magazines	25.00%	60	0.00%	60	1
<b>Current Newspapers</b>					
Current Newspapers	4.17%	10	0.00%	10	1
<b>Young Adult Current Magazines</b>					
Young Adult Current Magazines	14.58%	35	0.00%	35	1
<b><u>Children/Juvenile</u></b>	<b><u>8.33%</u></b>	<b><u>20</u></b>	<b><u>0.00%</u></b>	<b><u>20</u></b>	<b><u>1</u></b>
<b>Children's Current Magazines</b>					
Children's Current Magazines	8.33%	20	0.00%	20	1
<b>Totals:</b>	<b><u>100.00%</u></b>	<b><u>240</u></b>	<b><u>0.00%</u></b>	<b><u>240</u></b>	<b><u>2</u></b>

# Space Needs Assessment

## section II

### Shelving the Library's Collections

#### TYPE

<u>CATEGORY</u> Volume Type Shelving	Projected Volumes on Shelf	Volumes/ Linear	<u>SHELVING</u> UNIT QTY	SqFt/ QTY	TOTAL SqFt
<b>Book</b>					
<b><u>ADULT/YOUNG ADULT</u></b>	<b><u>23,448</u></b>	<b><u>10.5</u></b>	--	--	<b><u>1,775</u></b>
<b>Fiction</b>					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	4,560	8	16	20	320
<b>International Languages</b>					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	1,728	10	5	20	100
<b>New Books</b>					
42" Aisle DF 58"H Bookstore Display Shelving	210	5	2	30	60
<b>Non-Fiction</b>					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	14,450	8	51	20	1,020
<b>Paperbacks</b>					
42" Aisle DF 84"H Steel Shelving W/ 12 Shelves	600	12	2	20	40
<b>Reference</b>					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	900	7	6	20	120
<b>Special Books</b>					
48" Aisle SF 58"H Bookstore Display Shelving	280	8	3	25	75
<b>Young Adult Paperbacks</b>					
42" Aisle DF 84"H Steel Shelving W/ 12 Shelves	720	12	2	20	40
<b><u>CHILDREN/JUVENILE</u></b>	<b><u>7,813</u></b>	<b><u>13.4</u></b>	--	--	<b><u>619</u></b>
<b>Children's Picture Books</b>					
36" Aisle DF 45"H Steel Shelving W/ 6 Shelves	1,320	20	4	18	72
<b>Children's Special Books</b>					
36" Aisle SF 45"H Steel Shelving W/ 3 Shelves	113	20	1	12	12
<b>Juvenile Fiction</b>					
36" Aisle DF 66"H Steel Shelving W/ 10 Shelves	2,380	13	7	18	126
<b>Juvenile Non-Fiction</b>					
36" Aisle DF 66"H Steel Shelving W/ 8 Shelves	3,900	13	13	18	234
<b>New Books (Face Out)</b>					
48" Aisle SF 58"H Bookstore Display Shelving	100	1	7	25	175
<b><u>Totals for Book:</u></b>	<b><u>31,261</u></b>	<b><u>11.61</u></b>	--	--	<b><u>2,394</u></b>

## Space Needs Assessment

## section I

## Shelving the Library's Collections, continued

**TYPE**

CATEGORY Volume Type Shelving	Projected Volumes on Shelf	Volumes/ Linear	SHELVING UNIT SqFt/ QTY		TOTAL SqFt
Multimedia					
COMBINED (ADULT & CHILDREN'S)	2,989	25	--	--	168
Audio Book CD (CD ROM)					
Compact Disc, CD-ROM & DVD Display Browser	884	25	2	24	48
Audio Compact Disc (CD)					
Compact Disc, CD-ROM & DVD Display Browser	755	25	2	24	48
DVD					
Compact Disc, CD-ROM & DVD Display Browser	1,350	25	3	24	72
Totals for Multimedia:	2,989	25	--	--	168
Periodical					
ADULT/YOUNG ADULT	220	2	--	--	76
Back Issue Magazines					
36" Aisle SF 90"H Steel Shelving W/ 6 Shelves	115	2	4	12	48
Current Magazines					
44" Aisle SF 66"H Cascading Magazine Display W/15 Shelves	60	1	4	3	12
Current Newspapers					
44" Aisle SF 61"H Newspaper Cascading Display W/10 Shelves	10	1	1	7	7
Young Adult Current Magazines					
44" Aisle SF 66"H Cascading Magazine Display W/15 Shelves	35	1	3	3	9
CHILDREN/JUVENILE	20	1	--	--	42
Children's Current Magazines					
44" Aisle SF 66"H Newspaper Display Shelving W/3 Shelve	20	1	3	14	42
Totals for Periodical:	240	2	--	--	118

**Readers' Seats**

This library is expected to be heavily used by the community, especially in the absence of other community oriented activities and facilities. Therefore, 4.5 reader seats per 1000 in service population have been utilized as a factor for determining the number of seats not oriented with technology, resulting in a need for 54 reader seats within the library. 40 s.f. / seat is used to calculate the total 2,160 assigned s.f. necessary to accommodate seating, which is intended to be mostly lounge seating reflecting the need for a comfortable reading environment. An additional storytime space, to seat 40 at 15 s.f. / person, for a total of 600



# Space Needs Assessment

## section II

### **Readers' Seats**

assignable s.f. is included as well.

A variety of readers' seating should be provided throughout the library, including benches, window seating or oversized chairs for parents and children to read together, tables, lounge chairs for comfortable reading, and group study rooms for small groups to work together.

### **Technology**

4.5 technology stations per 1000 in service population is utilized as a factor for determining the number of technology oriented stations, resulting in a need for 54 stations. For initial space needs assessment purposes, 40 s.f. / technology station is used to calculate the total 2,160 assignable s.f. necessary to accommodate technology stations. Technology stations will include a mix of public access computer stations, dedicated online catalogs / account management stations, printers, copiers, and faxes available to the public. Many of these technology stations will be grouped together in a Technology Lab / Homework Center. The plan of service will explore the feasibility of providing multimedia computer stations for the public, to include listening and viewing capabilities – a desire expressed by the community in the outreach process.

### **Staff Offices and Workstations**

#### *Staff Offices and Workstations*

Library staffing will be more fully defined in the Library Plan of Service. The space needs were derived utilizing current assumptions regarding staffing at other community libraries. To accommodate an expected nine staff members, as well as supplemental staff or volunteers as necessary, 20 staff offices and workstations, to include public service points, have been projected at 150 s.f. each. This total 2,250 functional square footage is intended to accommodate all staff-oriented workspace necessary to operate the library, and provide flexibility for implementation of RFID technology and automation to the degree possible within the branch library.

### **Meeting Room Requirements**

#### *Meeting Rooms*

Meeting and program areas have been included to accommodate library services, activities and programs as well as meetings of community organizations. Library programs may be sponsored by the library, or in collaboration with non-profits, other service organizations, City departments, volunteer, and most especially the schools. The community has expressed a desire for more meeting spaces, which is supported by the frequent use of the community room available at the Sandpiper Community Center. Three sizes of meeting room have been included to meet the needs of organizations and groups – a large multipurpose room, two medium sized multipurpose rooms and two smaller study / conference rooms. For theatre style seating, 20 s.f. per person is utilized as a factor for determination of space requirements, where conferencing requires 30 s.f. per person. Using these factors, up to 100 people can use the larger, multipurpose room and up to 25 people can meet in each of the two medium size rooms. The smaller meeting room accommodate

# Space Needs Assessment

## section I

### **Meeting Room Requirements**

up to 12 each. The building program will determine whether these rooms should be further divisible. The large community room requires 2,000 assignable s.f. and each of the medium sized meeting rooms are 750 s.f. The smaller rooms are approximately 360 s.f. each. The total assignable s.f. allocated to meeting rooms is 4,220 s.f.

These rooms will need to be equipped with multimedia capabilities to ensure they are supportive of the myriad types of activities that may take place.

#### *Café*

A Library Café is planned for the library, which will serve refreshments to library users, those that are enjoying the levee path, and users of the multipurpose and study/conference rooms. A separate kitchen will not be provided, as all food service and preparation is intended to take place within the Library Café space. 700 s.f., to include seating in the café and the adjacent lobby area, is allocated as assignable square feet.

### **Special Purpose: Miscellaneous Space Needs**

#### *Special Use Space*

Special use space, which will be further defined in the Plan of Service and Building Program as an Interpretive Center, is included at 10% of functional, assignable square footage. This space is for special elements of service or types of furnishings that are not generally included in functional categories. Use of this space could include displays, photos and artifacts regarding the history and natural resources in Redwood Shores, to complement collections and other materials. 939 assignable s.f. has been allocated for special use.

A resident provided the following vision for the Interpretive Center:

The siting of the proposed library within yards of the Belmont Slough affords residents of Redwood Shores a unique opportunity for learning about the wetlands and the physical properties of the lagoon constructed immediately to the south of the proposed site. While appreciating the aesthetic benefits of living in a community bounded by inland waterways, it is only by interacting with and understanding the environmental systems that residents can become true stewards of the land. An interpretive center at the proposed library can inspire such stewardship.

The lagoon itself serves as a storm water retention facility for the community of Redwood Shores. The peninsula is bounded by levees since the homes are actually built on land at an elevation below sea level. Through a system of gravity inlets and outlets to the Bay and pump stations a delicate balance is maintained that takes into consideration tide tables, seasonal storms, plankton growth and numerous other factors. It is proposed that a scale model of the peninsula comprising the lagoon, otherwise known as Redwood Shores, (similar to one of the Guadalupe River Parkway in San Jose) would be an excellent learning device. Very young children could certainly locate their own dwelling, students of geometry could draw elevations of the levees and older students could study the hydraulics of the pumping stations.

# Space Needs Assessment

## section II

### *Special Purpose: Miscellaneous Space Needs*

Interior “windows” in the corridors of the proposed new building could actually be narrow but large aquariums, or simulated images portrayed in flat panel monitors, which would identify the jellyfish, grasses and coral found under water just yards away from the Library site. Models of migratory birds and other waterfowl could be suspended from the ceiling or, if the budget permits, appear in flight as holograms. It has been suggested that cub Scouts could earn one of their badges by participating in such a study.

Outdoors, adjacent to the amphitheater and the Belmont Slough, the landscaping would include native bunchgrasses and plant material with descriptive material mounted to highlight the interaction between plant life, birds and wildlife in this unique setting. Such a setting is also conducive to contemplative time, perhaps for reading a book just “signed out”, or en route while walking along the levee to an office building. But it piques the interest and you appreciate the setting more.

By siting the interpretive center at the public library there is a marvelous opportunity to appreciate the co-operation between various levels of government as several entities contribute their expertise: Redwood City Public Works Services, the Regional Water Quality Control Board, Redwood City Engineering, Redwood Shores Owners Association, Redwood Shores Community Association, Redwood City Parks, Recreation and Community Services Department. Library collections would include material particularly relevant to our own wetlands, together with historical photographs of the development and archival public records. The library should also serve as a repository for all relevant and current public documents helpful to the residents of Redwood Shores, including CC & Rs and the Lagoon Management Report. Invited speakers, perhaps from the Marine Science Institute in Redwood City, could delight both students and adults alike with interpretive walks and talks.

A Library means many things to many people but especially in the age of the internet it is a place to come together and discover, not only knowledge for the sake of knowledge but to enjoy our life more fully and to preserve and protect what we enjoy most about living here in Redwood Shores. **This Library will be unique in that it will exalt the physical locale in which it is situated and bring to the forefront our delight in library membership.**

*Friends of the  
Library*

Space to support a Friends Bookstore and Lobby Display area is included, as well as processing / storage space. A total of 600 assignable square feet has been allocated.

### *Non-Assignable Space*

*Non-Assignable  
Space*

The overall space needs assessment assumes a 75% building efficiency, requiring 5,551 square feet to accommodate non-assignable space requirements.



## Appendix

### section II

#### ***Process Participants***

<i>Community Advisory Committee</i>	Allen Mueller
	Barbara Pierce
	Cherie Ho
	Clay Lewis
	Jeri Joseph
	Kathleen Douglas
	Laverne Atherly
	Marna Nossardi
	Mary Morrissey Parden
	Nancy Kelly
	Nina Stahl
	Pete Hughes
	Rachel Kardos
<i>Redwood City Library Board</i>	Pat Taviss, President
	Kathleen Douglas, Vice-President
	Nicet Santos, Secretary
	Ursula Ferguson
	Billy James
<i>Core Team</i>	Brian Lee, Senior Engineer, City of Redwood City
	Corinne Centeno, Director, Parks, Recreation and Community Services, City of Redwood City
	Linda Hedges, Manager, Community Libraries, Redwood City Library
	Magda Gonzalez, Assistant to the City Manager, City of Redwood City
	Tom Passanisi, Senior Planner, City of Redwood City
	Yvonne Chen, Director, Redwood City Library
<i>Focus Group and Community Forum Participants</i>	Allen Mueller
	Andrew Pollack
	Anne O'Callahan
	Barbara Blegen
	Barbara Pierce
	Beth Beach
	Bill C. James
	Bill Turner
	Billy James
	Bruce Finney
	Carol Iverson
	Cheri Ho
	Christa Shaffer
	Claudia Sarcani
	Clay Lewis
	D Beeri
	David Kaneda

# Appendix

section I

## *Process Participants*

David Valkeyarv  
Dick Richardson  
Doris Wong  
Elizabeth Meeks  
Ellen Alberstat  
Emily Reed  
Finney Bruce & Judy  
Friends of the Redwood City Library  
George England  
Gideon Shaanan  
Gina Sanchez  
Ginny Ham  
Helen Moore  
Hicet Saictos  
Jacky Averill  
Jean Lepkoski  
Jeff Gee  
Jeff Vance  
Jeri Joseph  
Jim Clifford  
John Harkul  
John Murphy  
John Tseng  
Kathleen Douglas  
Kelly Vance  
Laverne Atherly  
Linda Hedges  
Manuel C. Sotomby  
Marana Nossardi  
Margot Diltz  
Martha B. Hooper  
Mary Morrissey Parden  
Michael Gibson  
Michele and Scott Cline  
Mike Gibson  
Nancy Fadis  
Nancy Kelly  
Parine Fowler  
Pat Dixon  
Pat Taviss  
Pete Hughes  
Rachel Kardos  
Rich Hegeman  
Rosanne Foust  
Ruth Beach

## Appendix

### section II

#### ***Process Participants***

Sandra Lupton  
 Scott Bauer  
 Stephanie Schwarz  
 Susan Dassise  
 Terry Anderlini  
 Tom Davenport  
 Tom Lupton  
 Ursula Ferguson  
 Yasahiro Matsuda

#### ***Consultant Team***

Amy Ford, Administrator, Anderson Brulé Architects, Inc.  
 Brad Cox, Architect, Anderson Brulé Architects, Inc.  
 Holman Vilchez, Anderson Brulé Architects, Inc.  
 June Garcia, Dubberly Garcia Associates  
 Pamela Anderson Brulé, AIA, Anderson Brulé Architects, Inc.  
 Ron Dubberly, Dubberly Garcia Associates  
 Sam McBane Mulford, Project Manager, Anderson Brulé Architects, Inc.

#### ***Community Advisory Committee Meeting Memoranda***

Attached are meeting memoranda from Community Advisory Committee meetings, held over the course of the project.

#### ***Focus Group and Community Forum Memoranda***

Attached are meeting memoranda from focus groups, the community forum and staff workshops, held over the course of the project.

#### ***Survey Responses***

Following the focus group and community forum memoranda, a summary of survey responses is included. A total of 161 surveys were completed online or in hard copy form by members of the community.

#### ***Miscellaneous Correspondence***

Correspondence received from the community is included in the appendix.



ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES  
NEEDS ASSESSMENT, PROGRAM AND CONCEPTUAL DESIGN  
Community Advisory Committee Meeting 1**

MEETING DATE: **October 2, 2002**  
MEETING TIME: 7:00 pm to 9:00 pm  
LOCATION: Sandpiper Community Center  
ATTENDEES: AM, BC, BL, CL, KD, LA, MG, MMP, PN, SMM, YC

REGARDING: **Meeting Minutes**  
REPORT DATE: October 10, 2002  
ABA PROJECT #: 02.0704.0

DISTRIBUTION LIST: *Meeting reports distributed to all listed below*

<input checked="" type="checkbox"/>	AM	Allen Mueller, Library Foundation
<input checked="" type="checkbox"/>	BC	Brad Cox, ABA
<input checked="" type="checkbox"/>	BL	Brain Lee, City of Redwood City
<input checked="" type="checkbox"/>	CL	Clay Lewis, RSOA
<input checked="" type="checkbox"/>	KD	Kathleen Douglas, Library Board
<input checked="" type="checkbox"/>	LA	Laverne Atherly, RSCA
<input checked="" type="checkbox"/>	MG	Magda Gonzalez, City of Redwood City
<input checked="" type="checkbox"/>	MMP	Mary Morrissey Parden, RSOA
<input checked="" type="checkbox"/>	PN	Pete Nughes, RSCA (RSHA)
<input checked="" type="checkbox"/>	SMM	Sam McBane Mulford, ABA
<input checked="" type="checkbox"/>	YC	Yvonne Chen, Library

## ITEM DESCRIPTION

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### I. Introduction / Agenda Review

- A. Introduction of Committee Members and Facilitators
- B. Core Team
- C. Individual Goals and Expectations for the Meeting; Organizational Goals for the Process
  - 1. Library has been discussed for many years. The Pilot has had many articles published regarding the Library. The previous survey seemed skewed. We could potentially combine a community center and a library. This committee will be a valid process.
  - 2. Show up on time, find out what is going on.
  - 3. Hopes to have a very inclusive process, reaching as many as possible.
  - 4. Find out from the public what they want. If it's a library, what's in it? Create direction.
  - 5. Wants to understand the process, and understand CAC responsibilities. Wanting to understand a schedule, and time commitment on this committee.
  - 6. Make sure there is a process in place that allows the city to listen to the community
  - 7. I am a listening body. Clarification on Roles and Responsibilities. Concerned that this group is intended to support the efforts of the Core Team – but don't really understand what the Core Team is for.

### Strategies, Architecture & Interiors



8. Not here to give opinions, but here as a check-box for the application, believes that we need to go through the process to validate the need for the application
  9. Is not just about process, but wants to have input too
  10. Best and Highest Use to occur
  - D. Meeting Ground Rules
    1. Determine how we reach consensus
      - a) CAC will not be producing a product
      - b) The CAC's product is the process – how do we reach consensus?
      - c) majority? pole people
    2. Half of the Roles and Responsibilities are in support of the Core Team
    3. Review the agenda at the start of the meeting, revise if necessary and then stick to the agenda
    4. Meetings will always start at 7:00pm and end at 9:00pm
    5. It would be nice to have a Mission Statement
    6. No lobbying, be brief, state what you mean and go on
    7. We don't yet know what the community wants
  - E. Administrative Details
  - F. CAC Member Comments
    1. Why such a rapid gathering of a committee?
      - a) CAC is intended to help make sure the process is a thorough one and engages the community
      - b) End date of process is a State Grant Application, March 28, 2003
      - c) Amount of work required for this application requires a very intense schedule
      - d) Brian overviewed the whole of the process: Needs Assessment, Conceptual Design
      - e) Fast track is driven by the Grant Application process
    2. 3 million dollars are ear-marked in Redwood City's GID fund
- II. Committee Formulation**
- A. Purpose
    1. To provide a level of advise to the work process, to ensure that the community is heard, the process is not skewed, and the further steps are dependent on the quality of the process and therefore the quality of the end-product
    2. Act as a liaison to the committee to encourage participation, communication of effort and opportunities for involvement. We are inviting the community's involvement to the fullest extent possible.
    3. This group is not required for the Grant Application process. The City of Redwood City has decided to do a CAC to help ensure the quality of the process.
  - B. Roles and Responsibilities
    1. Concept of Liaison
    2. Develop and support collective goals
  - C. Proposed Schedule of Meetings
- III. Process and Proposed Work Plan Review**
- A. Context, Purpose and Intended Results of the Library Needs Assessment, Program and Conceptual Design
  - B. Process Participants
    1. Community Advisory Committee
    2. Core Team
    3. Potential Partner Organizations
    4. Stakeholder Groups / The Community
  - C. Proposed Work Plan Diagram
- IV. Organizational Perspectives**
- A. Opportunities and Constraints of Outreach and Needs Assessment Process

1. Different fundraising mechanisms
    - a) Mello Roos
    - b) State Grant
    - c) City Bond
  - B. Developing Common Goals for the Process
- V. Conclusion**
- A. Next Steps
    1. Explore potential future funding sources: GID, Mello Roos, State Grant
  - B. Action Items
    1. Next meeting – how will we reach consensus?
      - a) Primary goal = alignment
      - b) If not aligned, then the majority opinion, if there is a minority opinion, we need to respect that and publicize that opinion. The minority opinion would have at least 3 people to validate publicizing a minority opinion.
    2. Email Stakeholder Lists to CAC and get responses from CAC group.
    3. In subject lines of emails: State “Library CAC”
    4. Next CAC Meeting: Wednesday, November 6, 7:00pm-9:00pm
    5. Roster for CAC members to all
    6. Direct mail to two associations, Mary to provide lists to Magda
  - C. Feedback
    1. Plus
    2. Delta
      - a) Have a Mission Statement, or mechanism to state why we’re here
      - b) Should call the process “Redwood City Community Needs Assessment” not “Library Needs Assessment”
      - c) Faster meeting if all came on time, if announcement for meeting was timely
      - d) Should have binders, ABA will bring all materials 3-hole punched for meeting, the City will provide binders
  - D. Action Items
- | <u>MTG DATE</u> | <u>DESCRIPTION</u>  | <u>ACTION BY</u> | <u>DUE DATE</u> |
|-----------------|---|------------------|-----------------|
| 10.2.02         | <input type="checkbox"/> Next Meeting – how will we reach consensus?                      | ALL              | 11.6.02         |
| 10.2.02         | <input type="checkbox"/> Email Stakeholder Lists to CAC and get responses from CAC group. | ABA              | 10.11.02        |
| 10.2.02         | <input type="checkbox"/> In subject lines of emails state: “Library CAC”                  | ALL              | 10.2.02         |
| 10.2.02         | <input type="checkbox"/> Next CAC Meeting Wednesday, November 6, 7:00 pm – 9:00 pm        | ALL              | 11.6.02         |
| 10.2.02         | <input type="checkbox"/> Email Roster for CAC members to all                              | ABA              | 10.11.02        |
| 10.2.02         | <input type="checkbox"/> Direct mail to two associations, Mary to provide lists to Magda  | City             | TBD             |

*The above minutes reflect ABA’s understanding of issues and assignments discussed at the meeting. Unless ABA is notified in writing of any discrepancies, the minutes will be considered an accurate record of the issues and assignments. Minutes produced from this meeting will be distributed for review and comment. If no written comments are received, the minutes will stand as the record of the conversations and directions given at the meeting.*



ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES  
NEEDS ASSESSMENT, PROGRAM AND CONCEPTUAL DESIGN  
Community Advisory Committee Meeting 1: Session 2**

MEETING DATE:	<b>October 15, 2002</b>	REGARDING:	<b>Meeting Minutes</b>
MEETING TIME:	9:00 am to 10:30 am	REPORT DATE:	October 2002
LOCATION:	City Hall, Conference Room 1A	ABA PROJECT #:	02.0704.0
ATTENDEES:	BP, YC, RK, MG, BC, SMM, GJ, SH		

DISTRIBUTION LIST: *Meeting reports distributed to all listed below*

<input checked="" type="checkbox"/>	BP	Barbara Pierce
<input checked="" type="checkbox"/>	YC	Yvonne Chen
<input checked="" type="checkbox"/>	RK	Rachel Kardos
<input checked="" type="checkbox"/>	MG	Magda Gonzalez
<input checked="" type="checkbox"/>	BC	Brad Cox
<input checked="" type="checkbox"/>	SMM	Sam McBane Mulford
<input checked="" type="checkbox"/>	GJ	Jeri Joseph
<input checked="" type="checkbox"/>	SH	Cheri Ho

## ITEM DESCRIPTION

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### I. Introduction / Agenda Review

- A. Introduction of Committee Members and Facilitators
- B. Core Team
- C. Individual Goals and Expectations for the Meeting; Organizational Goals for the Process
  - 1. Representing the neighborhoods and the school, will be reporting back to the PTA. Has two children at the schools. The Shores is very happy, would be thrilled to have a library. Wasn't thinking "if" a new library, but "where".
  - 2. Goal is to help the process succeed. Representing the Parks commission.
  - 3. Liaison - report back to Council. Ensure that we have a broad reach into the community.
  - 4. Libraries mean a lot. Worked in libraries as a youth - Libraries are an opportunity for the community. The virtual library is heavily used. Was involved in the process that built the Sandpiper Community Center and school. The wanted to "build a community". More and more young families are committed to the quality of life, and facilitates are a concern. The school is "busting at the seams". Looking at a more conceptual, global look. This is bigger than we think it is.
- D. Meeting Ground Rules
  - 1. Will end on time.
- E. Administrative Details

### II. Committee Formulation

- A. Purpose

### Strategies, Architecture & Interiors

1. To provide a level of advise to the work process, to ensure that the community is heard, the process is not skewed, and the further steps are dependent on the quality of the process and therefore the quality of the end-product.
  2. Act as a liaison to the committee to encourage participation, communication of effort and opportunities for involvement. We are inviting the community's involvement to the fullest extent possible.
  3. This group is not required for the Grant Application process. The City of Redwood City has decided to do a CAC to help ensure the quality of the process.
  4. See CAC Roles and Responsibilities bullet points in document dated October 2, 2002
- B. Roles and Responsibilities
1. Concept of Liaison
  2. Develop and support collective goals
- C. Proposed Schedule of Meetings
- III. Process and Proposed Work Plan Review**
- A. Context, Purpose and Intended Results of the Library Needs Assessment, Program and Conceptual Design
1. Library Service Needs in Redwood Shores neighborhood
  2. California State Funding opportunity, application due March 28, 2003
- B. Process Participants
1. Community Advisory Committee
  2. Core Team
  3. Potential Partner Organizations
  4. Stakeholder Groups / The Community
- C. Proposed Work Plan Diagram
1. Library Needs Assessment for the Application
    - a) Community Outreach
      - Stakeholder Focus Groups
      - Key Informant Interviews
      - Staff Workshops
      - Community Forums
      - Internet Questionnaire - Qualitative
    - b) Prioritization given to Joint-Use facilities
    - c) Understanding of what the community needs are
  2. Site Direction – Site Criteria and accessibility
  3. Library Plan of Service
  4. Operational Planning – with staff, community, partners
  5. Building Program Document
  6. 2 Site Options
    - a) Note: This is potentially where some controversy could come in.
  7. Conceptual Design
  8. Summary
    - a) Early outreach and continual check-ins
- D. Survey
1. Output goes into relational database. This will be part of the foundational information Library Needs Assessment
- IV. Organizational Perspectives**
- A. Opportunities and Constraints of Outreach and Needs Assessment Process
1. Translate survey and other major process documents into other languages? (Asian = 28%, most are bilingual, and many are monolingual)
    - a) Chinese

**Strategies, Architecture & Interiors**

- b) Spanish
  - 2. Opportunity to create community – there is no focus point for the Shores
  - 3. Constraint of fiscal resources
  - 4. Parks, Recreational Areas – need locations
  - 5. Space issues in the Redwood Shores – it is phenomenal how many people leave the area for neighborhood services – “It will never be big enough.”
    - a) Electronic Arts, Oracle employees want to live and work there.
  - 6. Controversy could arise in the varying groups of population
    - a) This would be a Redwood City Branch Library in Redwood Shores
  - 7. Potential site is good – not too far in to the Shores, won’t create traffic into the shores. Bus lines are right on the site.

B. Developing Common Goals for the Process

V. **Conclusion**

- A. Next Steps
  - 1. Explore potential future funding sources: GID, Mello Roos, State Grant
- B. Action Items
  - 1. Email Stakeholder Lists to CAC and get responses from CAC group.
  - 2. Next CAC Meeting: Wednesday, November 6, 7:00pm-9:00pm
- C. Feedback
  - 1. Plus
    - a) well done
- D. Action Items

<u>MTG DATE</u>		<u>DESCRIPTION</u>	<u>ACTION BY</u>	<u>DUE DATE</u>
10.2.02	□	Next Meeting – how will we reach consensus?	ALL	11.6.02
10.2.02	□	Email Stakeholder Lists to CAC and get responses from CAC group.	ABA	10.11.02
10.2.02	□	In subject lines of emails state: “Library CAC”	ALL	10.2.02
10.2.02	□	Next CAC Meeting Wednesday, November 6, 7:00 pm – 9:00 pm	ALL	11.6.02
10.2.02	□	Email Roster for CAC members to all	ABA	10.11.02
10.2.02	□	Direct mail to two associations, Mary to provide lists to Magda	City	TBD
10.15.02	□	Send link of Bond Act website to CAC	ABA	
10.15.02	□	CAC to send additions to Stakeholder lists to ABA of additional contacts names and numbers (Boy Scouts, Girl Scouts, private schools, Athletic clubs, Lion’s Club, etc.)	ALL	
10.15.02	□	Core Team to address way to get translation to occur (Chinese).		
	□	ABA to send the PR kit to the CAC group.		
10.15.02	□	Core Team to look in to Childcare during the Community Forums	MG	

***The above minutes reflect ABA’s understanding of issues and assignments discussed at the meeting. Unless ABA is notified in writing of any discrepancies, the minutes will be considered an accurate record of the issues and assignments. Minutes produced from this meeting will be distributed for review and comment. If no written comments are received, the minutes will stand as the record of the conversations and directions given at the meeting.***



ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES  
NEEDS ASSESSMENT, PROGRAM AND CONCEPTUAL DESIGN  
Community Advisory Committee Meeting 2**

MEETING DATE	November 6, 2002	REGARDING	Meeting Minutes
MEETING TIME	7:00 to 9:00 p.m.	PROJECT	02.0704-0
LOCATION	Sandpiper Community Center, Conference Room		

ATTENDEES: Allen Mueller, Library Foundation  
Barbara Pierce, Council Liaison to the Committee  
Brad Cox, Anderson Brulé Architects, Inc.  
Brian Lee, City of Redwood City  
Cherie Ho, Sandpiper School  
Clay Lewis, Redwood Shores Owners Association  
Kathleen Douglas, Library Board  
Laverne Atherly, Redwood Shores Homeowners Association  
Magda Gonzalez, City of Redwood City  
Mary Morrissey Parden, Redwood Shores Owners Association  
Pamela Anderson-Brulé, Anderson Brulé Architects, Inc.  
Pete Hughes, Redwood Shores Homeowners Association  
Rachel Kardos, PTA Sandpiper School  
Yvonne Chen, Redwood City Library

NOT PRESENT: Jeri Joseph, Parks and Recreation Commission  
Marna Nossardi, Carlmont High School

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**I. Introduction / Agenda Review**

- A. Context, Purpose and Intended Results
  - 1. The context of this meeting is to engage the Community Advisory Committee in discussion about the preliminary library needs assessment.
  - 2. The purpose of this meeting is to:
    - a) clarify intended results for project and process
    - b) discuss outreach and feedback to date
    - c) determine gaps in outreach and a methodology to address them
  - 3. The intended results of this meeting are:
    - a) shared understanding of project process and intended results
    - b) insight into community perception of process and project
    - c) further concepts for committee advocacy for participation in process by stakeholders
- B. Review Ground Rules and Reconcile
  - 1. All meetings will start at 7:00pm and end at 9:00
  - 2. Review Agenda at start of meeting, revise if necessary and stick to the agenda.
  - 3. No lobbying, be brief, state what you mean and go on.
  - 4. We don't yet know what the community wants. We should be open to listening to what the community needs.
  - 5. It would be nice to have a mission statement
  - 6. How will we determine consensus?

**Strategies, Architecture & Interiors**

- a) If there is a dissenting idea and if 3 people agreed with the dissenting idea, the opinion will be published as part of this process.
  - C. Project Related Information
    - 1. CAC Members may have noticed current Site Activity - this is associated with development of a new bike path on Bridge Parkway, temporary staging of materials and soil.
      - a) A suggestion was made to post a sign that states temporary use for new bike path.
      - b) Decision was that it was not necessary to communicate this temporary use of the site, as this activity is quite common at this site, and the community should not be concerned with temporary activities.
  - D. CAC Comments
    - 1. The road sign / marquee into Redwood Shores is posting incorrect information for the Community Forum date. Yvonne will work to make the necessary changes.
- II. **Process and Work Plan Status Update**
  - A. Revisit Project Overview and Intended Results
    - 1. This project has been undertaken based on:
      - a) the Library Board's belief that the Redwood Shores Community is underserved and their desire to increase services beyond the virtual library in the community
      - b) the Council priority established in their annual priority setting session
      - c) the preliminary need identified by residents in the City Survey of Residents in 2001
        - Mary stated that only 25 questionnaires were distributed in Redwood Shores in 2001. Yvonne and Magda clarified that over 100 of a total 630 questionnaires were actually received from Redwood Shores residents.
        - Pete commented that the survey was skewed. He questioned the objectivity of the survey. Barbara clarified the process that ensued with the previous survey, and that this is an annual city survey, which was focused last year focused on the Library Department. The city switches departments each year, and last year's focus was the library. Public Works is next for the survey.
        - Mary offered that the community members, and some community leaders, believe that the community has been underserved by the city, and there was a perception that the Redwood Shores community was under-sampled in the survey.
        - Laverne stated that the community would like the city to "cut to the chase". They would like the library, but potentially not at the expense of something else. The perception has not been about other services, it has been about libraries.
        - Laverne stated that the following question should be asked: What are your concerns with Redwood Shores? Answers would be libraries, but they would also be daycare, community centers, etc.
        - Magda encouraged Laverne to have his contacts complete the survey and have them fill out the portions in regards to other services.
        - Pam clarified that ABA's role is to do a Library Needs Assessment.
        - Mary attended a Forum, and stated that the questions were very similar to the Focus Groups. Pam stated that the basic difference between the Forum and the Focus Groups is not the questions, but the setting in which the participant is able to answer.
        - Kathleen suggested that the question should start broad, such as "all services," and then focus to more detailed items, such as "library service" issues.
        - Clay commented that there was a general perception among some of the better informed residents of Redwood Shores that the Library is a "done deal", since the City Council has already approved the capital expenditure as part of its long-term budgeting process, and the GID 1-64 Management Committee has already both budgeted and allocated ("moved above the line") \$3,000,000 of facilities fees specifically for the building of the Redwood Shores Branch Library. Barbara clarified that while that was true, it was done as a contingency to make sure that the funds were available for if and when a library is determined to be what the

community actually desires. The budget certainly could be changed and the allocated GID 1-64 funds could be re-allocated to some other appropriate expenditure if a library is not built.

- Pam asked if there were other perceptions/misconceptions out there. What are these?
- d) the Council directed staff to proceed with a bond act application
- 2. Library Needs Assessment – Based upon current and future understanding of the community – what will the community need in terms of library services? We hope to also understand what non-library services are needed.
  - a) Laverne – wants to know what services the library will provide to the community beyond checking out books, such as literacy services for our large Asian and Slovakian communities.
  - b) ABA is discovering Redwood Shores Library Service Needs through this process. We do that by talking to the community. CAC's role is to help us reach the community.
  - c) The established Service Need drives the Program
  - d) Magda clarified that there are not any "done deals" – there may not be a library.
  - e) Mary suggested that we include the survey in the Pilot that reaches all 5,000 Redwood Shores residents.
  - f) Laverne thought that the possible library services should be discussed – people may not know that these services are available. Examples include literacy programs.
  - g) Yvonne stated that there are at least 30 different services that a typical branch library across the country provides. She was concerned to approach it this way; this may narrow the focus too much. The process is to start with the need, and then provide service to meet the need. She wants to hear what the residents want vs. telling them what they can have.
  - h) Barbara noted that starting with a list of services might sound like leading the community again.
  - i) Clay communicated that he was not aware of all of these services in a library. The group generally agreed that there could be an educational component with the community on the various potential library services without leading the community's answers.
  - j) There was a noted differentiation between what a library "is" and what a library "could be"
- 3. Plan of Service and Building Program – How will the library provide services that meet the needs, and what are the size and types of spaces necessary to do that, will be addressed.
- 4. Conceptual Design – based upon the site available.
- 5. Grant Application for Bond Funding in March of 2003.
- B. Outreach to Date
  - 1. Stakeholder Focus Group Meetings – Ongoing
    - a) We have not been as successful getting people to attend these as we would like to be, we will continue to organize these as an outreach effort.
  - 2. Staff Workshops
    - a) October 14<sup>th</sup>, 31<sup>st</sup> and November 1<sup>st</sup>
  - 3. Community Forum(s)
  - 4. Questionnaire – Currently 96 Responses

### III. Community Perception and Participation

- A. Forum Participation and Discussion
  - 1. October 24<sup>th</sup> and November 2<sup>nd</sup> Community Forums
    - a) For those who attended, what is your sense of what you heard?
  - 2. Determining Needs other than Library Services
    - a) We seem to be hearing more about Library and Community Center, and less about active recreation. What is your feedback? Was there any?
- B. We are seeing a lack of participation – how do we improve this – what are the reasons for it?



1. Some is due to misperception – create a fact sheet
  2. City could provide an Educational Component for community on possible services
  3. Example was a School Measure A Campaign:
    - a) Define the Real Issue
    - b) How do we make people feel engaged?
      - Grass roots, Coffees, Teas, phone banks, process, simple question posed to participants – how do we get the word out?
      - Email trees
      - Established Key community members to explain the facts and issues
    - c) In 10 months, this effort went from 2,500 voters to 4,000 votes on last Tuesday and the Measure passed.
  4. Role of the CAC:
    - a) Parallels the one above: Define the Real Issues – (*Perception is reality*)
      - Grass roots: Focus Groups, Forums, Phone Interviews, email trees
      - Established Key community members (CAC) to explain the facts and issues
- C. CAC to work together to define one message (what is the real issue?):
1. Pete – what would we like to see done with the last 3.75 acres left in Redwood Shores?
  2. Cherie – Sandpiper is a facility, community meeting spaces, Sandpiper is over-utilized, Rooms for various community activities. It is beyond educational facilities, beyond school, beyond library.
  3. Mary – Sandpiper is only a meeting space when school is in session. The community place needs to be more than just rooms.
  4. What is the highest and best use on the land? Land-use planning issues are different from Library planning issues.
  5. On-going parallel discussions within the community.
    - a) Library – Bond Act
    - b) Best Site Use – What is the best and highest use for this site?
  6. CAC needs to establish a single message – Context Sheet
  7. Mary - Previously, a developer and the City were looking at floating a hotel at this site, the RWS residents don't trust city process.
- D. Brainstorm of Current Perceptions:
1. The City of Redwood City has not served the needs of the community of Redwood Shores.
  2. The 2001 survey was flawed/slanted to libraries
  3. The 1999 survey was slanted to UUT (Utilities User Tax)
  4. The City has already allocated \$3 Million dollars to the library.
  5. The 2001 survey included only 25 Redwood Shores residents
  6. The city can not be trusted.
  7. There is a need for a library.
  8. There is not a need for a library.
  9. The process is empty - a Grant will be applied for regardless of this process.
  10. Facilities Fees Explanation – GID 164 – The city received funds from School District, which they are not using for our community.
  11. If this were not the last publicly-owned piece of land, it would be much more comfortable for community members to accept – but it is the last piece of land
- Note: Magda clarified that this is not a Facilities Needs Assessment – it's a Library Needs Assessment. The starting point is that there may be a need for a library.
- E. Brainstorm of Facts (What is the message that needs to go out?):
1. How did the city get here? Define the Project/Process History.
  2. Description of the Property – the only city-owned property at the moment. [land within Area H could be land-swapped – on the other side of shear water (Owned by Redwood Shores Properties)] What other city owned land exists?

3. The city wants to hear from the Community – the more the City hears, the better the decision making process will be – Define the importance of participation and methods for participation.
4. Residents need to know the value of the possible grant: Bond Money – it is an opportunity for additional resources, which are only available for libraries, not for other uses (the grant is highly competitive) There is still the other 1/3 of the money that the City would have to dedicate; there is still ongoing operational costs, staffing, maintenance, etc. Need to explain the Bond Process in detail or create an educational piece on library services so the community knows their options.

F. Education

1. List of top ten (or more) services that library can offer
2. Description of required Grant process – the application needs to be competitive based on a real and demonstrated need.
3. Description of Parallel Track – Library Needs Assessment, and Other Needs Assessment
4. What else is possible?

**IV. Preliminary Library Needs**

A. Preliminary Relevant Demographics

B. Preliminary Service Responses

1. What we've heard to date, from Forums, Stakeholder Focus Groups, the Questionnaire. We will also be conducting key informant interviews with individuals identified in the stakeholder list by this committee.
2. To Date, 83% of respondents are residents of Redwood Shores. 10% work in Redwood Shores.
3. Preliminary questionnaire responses and trends, no analysis to date:
  - a) What do you believe the library's main functions?
    - Furthering Education / 90%
      - (i) Generally validated by CAC comments
    - Recreation and Leisure Reading / 79%
      - (i) Generally validated by CAC comments
    - Community Gathering Places / 49%
      - (i) Aligns with what they expect from knowing their community
4. This is How the Library Could Respond (Examples given below):
  - a) Formal Learning Support
    - (Supporting K-12 and Higher Education Curriculums)
    - A library that offers Formal Learning Support helps students who are enrolled in a formal program of education or who are pursuing their education through a program of home-schooling to attain their educational goals.
  - b) Current Topics and Titles
    - Popular Library
    - A library that provides Current Topics and Titles helps to fulfill community resident's appetite for information about popular cultural and social trends and their desire for satisfying recreational facilities.
  - c) Commons
    - Community Gathering Space – Meetings, Activities and Programs
    - A library that provides a Commons environment helps address the need of people to meet and interact with others in their community and to participate in public discourse about community issues.

**V. Conclusion**

A. Next Steps

1. Additional Outreach
  - a) Questionnaire Open Indefinitely – Goal of 300 respondents!
  - b) Saturday, November 16, 2002 10:30am–12:30pm – Findings of the Needs Assessment, Site Analysis Opportunities and Constraints, Image and Character

- c) Wednesday, December 4, 2002 7:30pm–9:30pm – 2 Site Fit Diagrams, Further Development of Image and Character
- 2. Next CAC Meeting Date: Wednesday, November 20, 2002 7:00pm-9:00pm, Sandpiper Community Center
- B. Action Items
  - 1. Send hotlink to CAC by email with fact/context sheet, flyer
  - 2. Electronic Fact Sheet / Context Sheet to be posted on website
  - 3. CAC to invite people to forums, questionnaire participation
  - 4. ABA to meet with Mike Gibson one-on-one specifically on Site Design Issues, can be a key informant interview.
  - 5. Yvonne to check with the Signs coming in to Redwood Shores off of 101 for accuracy.
  - 6. Potential Changes to the Process:
    - a) Educational Component to Community as to potential Library Services
    - b) Fact Sheet to all – mail, in the Pilot, and RSOA website, etc.
    - c) Mailers to Community for Survey Participation
    - d) Improve Focus Group Participation/Types of Questions



ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES  
NEEDS ASSESSMENT, PROGRAM AND CONCEPTUAL DESIGN  
Community Advisory Committee Meeting 3**

MEETING DATE: **November 20, 2002**  
MEETING TIME: **7:00 to 9:00 p.m.**  
LOCATION: Sandpiper Community Center, Conference Room  
ATTENDEES: AM, BC, BL, CH, CL, LA, MG, PAB, RK, YC

REGARDING: **Meeting Minutes**  
REPORT DATE: November 21, 2002  
ABA PROJECT #: 02-0704-0

DISTRIBUTION LIST: *Meeting reports distributed to all listed below*

<input checked="" type="checkbox"/>	AM	Allen Mueller, Library Foundation
<input checked="" type="checkbox"/>	BC	Brad Cox, Anderson Brulé Architects, Inc.
<input checked="" type="checkbox"/>	BL	Brian Lee, City of Redwood City
<input checked="" type="checkbox"/>	CH	Cherie Ho, Sandpiper School
<input checked="" type="checkbox"/>	CL	Clay Lewis, Redwood Shores Owners Association
<input checked="" type="checkbox"/>	LA	Laverne Atherly, Redwood Shores Homeowners Association
<input checked="" type="checkbox"/>	MG	Magda Gonzalez, City of Redwood City
<input checked="" type="checkbox"/>	PAB	Pamela Anderson-Brulé, Anderson Brulé Architects, Inc.
<input checked="" type="checkbox"/>	RK	Rachel Kardos, PTA Sandpiper School
<input checked="" type="checkbox"/>	YC	Yvonne Chen, Redwood City Library
<input checked="" type="checkbox"/>	BP	Barbara Pierce, Council Liaison to the Committee
<input checked="" type="checkbox"/>	JJ	Jeri Joseph, Parks and Recreation Commission
<input checked="" type="checkbox"/>	KD	Kathleen Douglas, Library Board
<input checked="" type="checkbox"/>	MN	Marna Nossardi, Carlmont High School
<input checked="" type="checkbox"/>	MMP	Mary Morrissey Parden, Redwood Shores Owners Association
<input checked="" type="checkbox"/>	PH	Pete Hughes, Redwood Shores Homeowners Association

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**ITEM DESCRIPTION**

**I. Introduction / Agenda Review**

- A. Context
  - 1. Engage the Community Advisory Committee in discussion about the Preliminary Library Needs Assessment and Site Issues.
- B. Purpose
  - 1. Clarify intended results for project and process
  - 2. Discuss outreach and feedback to date
  - 3. Discuss next steps in the process
- C. Intended Results
  - 1. Shared understanding of project process changes and follow-through
  - 2. Further concepts for committee advocacy for participation in process by stakeholders

**Strategies, Architecture & Interiors**

Anderson Brulé Architects Inc. 325 South First Street, 4<sup>th</sup> Floor San Jose, California 95113  
Tel: 408 298 1885 Fax: 408 298 1887

3. Shared understanding of selected site parameters and potential process to study alternative options
4. Review final information package for the CAC for distribution to RWS residents
- D. Does the CAC have what they need to reach out to the Community?
- II. Review Process Changes Based on Input and Follow-Through**
  - A. Perceptions – Community Fact Sheet
    1. The CAC noted that they have what they need to reach out to the public.
  - B. Library Education: – Library Possibilities
    1. The CAC noted that this document will provide what they need in terms of helping to educate the public on potential Library services.
    2. Laverne suggested, and Yvonne agreed, to change the text “may or may not include” to “might” suggesting that the former working makes it sound as if we are providing a list of options for the community from which to choose. Yvonne will revise and the final document will be emailed out in the information packet.
  - C. Improve Outreach – Informational Packet
    1. Rachel noted that packets went out to the school kids for survey participation.
  - D. Introduction of Alternative Uses and Sites Process Concept
    1. Laverne suggested to discount the idea of Sandpiper
- III. Site Overview Information to Date**
  - A. Review of Community Forum Site Analysis
  - B. Working Assumptions for Building and Parking Based on Site Constraints
    1. Approximately 25,000 sq. ft. Library with Community Meeting Spaces (including a larger Multi-purpose space) with parking may fit on the site
  - C. Opportunities and Constraints for a Library Project
  - D. Bond Funding
    1. Laverne stated that we have heard at every community forum that the community needs a library
    2. Do you, as a CAC, think it is worth looking at other sites/ or other uses on this site?
      - a) Do not waste time looking at other sites
      - b) Rachel: This is the site. Using existing Parks sites would be taking away from Park uses, which are highly used in Redwood Shores.
      - c) Cheri: Suggested a brief statement concerning other sites. This will take speculation of those sites out of the picture – to be explained in a Forum and presented in a format like the fact sheet, or potentially added to the fact sheet.
      - d) Clay: Focus on getting the grant for the library, and make it a reality. It is not a “done deal,” if the grant comes through, then design a process to “do it right.”
      - e) Allen: I agree with proceeding with the application for the library at this site.
      - f) The CAC agreed that the City will write a paragraph to add to the fact sheet, and explain at the next community forum: “We have considered the following alternative site options...” This will be added to the fact sheet.
- IV. Discuss Process Concept for Alternative Uses and Sites**
  - A. Working Assumption
  - B. Broad Overview/ Models
  - C. Discuss Process Possibilities – Opportunities and Constraints
    1. ABA to research what the timing is for disbursement of funds once the grant is awarded. Specifically, what is the expiration?
  - D. Discuss Project Possibilities – Opportunities and Constraints
    1. Interpretive Center
    2. Environmental Studies Center
    3. Variances for Setbacks – PD Permit Process
    4. Work with the Army Corps of Engineers, BCDC, etc. (Brian to set up group meeting)

5. Redwood City Utilities Fees and Taxes
6. Potential for Public/Private Joint Venture
7. The CAC does not like the Foster City Library / Community Center
  - a) San Carlos is better, the upstairs rooms are wonderful.
  - b) Foster City is like an armory.
  - c) Orinda has parking below and the library above, as an example

**V. Process Check**

- A. Future Process Recommendation

**VI. Conclusion**

- A. Next Steps
  1. Community Forums
    - a) December 4, 2002 at Sandpiper at 7:30pm – 9:30pm
    - b) February 12, 2003 at Sandpiper at 7:00pm – 9:00pm
  2. Next CAC Meeting Date: Following February Community Forum (to be determined)
- B. Feedback
- C. Action Items

<u>MTG DATE</u>		<u>DESCRIPTION</u>	<u>ACTION BY</u>	<u>DUE DATE</u>
11.20.02	□	ABA to research what the timing is for disbursement of funds once the grant is awarded. Specifically, what is the expiration?	ABA	
11.20.02	□	Distribute full and revised Information Packet to CAC	ABA / RWC	

*The above minutes reflect ABA's understanding of issues and assignments discussed at the meeting. Unless ABA is notified in writing of any discrepancies, the minutes will be considered an accurate record of the issues and assignments. Minutes produced from this meeting will be distributed for review and comment. If no written comments are received, the minutes will stand as the record of the conversations and directions given at the meeting.*



ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES  
NEEDS ASSESSMENT, PROGRAM AND CONCEPTUAL DESIGN  
Community Advisory Committee Meeting 4**

<b>MEETING DATE</b>	<b>January 22, 2003</b>	<b>REGARDING</b>	<b>Meeting Notes</b>
<b>MEETING TIME</b>	<b>7:15 to 9:15 p.m.</b>	<b>PROJECT</b>	<b>02.0704.0</b>
<b>LOCATION</b>	Sandpiper Community Center, Conference Room		

**ATTENDEES:** Allen Mueller, Library Foundation  
Barbara Pierce, Council Liaison to the Committee  
Brad Cox, Anderson Brulé Architects, Inc.  
Brian Lee, City of Redwood City  
Clay Lewis, Redwood Shores Owners Association  
Corinne Centeno, City of Redwood City  
Kathleen Douglas, Library Board  
Magda Gonzalez, City of Redwood City  
Mary Morrissey Parden, Redwood Shores Owners Association  
Nancy Kelly, Ralston  
Pamela Anderson-Brulé, Anderson Brulé Architects, Inc.  
Rachel Kardos, PTA Sandpiper School  
Scott Bauer, Redwood City Library  
Linda Hedges, Redwood City Library  
Yvonne Chen, Redwood City Library

**NOT PRESENT:** Jeri Joseph, Parks and Recreation Commission  
Laverne Atherly, Redwood Shores Homeowners Association  
Marna Nossardi, Carlmont High School  
Cherie Ho, Sandpiper School  
Pete Hughes, Redwood Shores Homeowners Association

**CONTEXT:** The context of this meeting is to engage the Community Advisory Committee in discussion on program, plan and site concepts development, as well as further community outreach opportunities.

**PURPOSE:** The purpose of this meeting is to:

- review the plan diagrams and site concepts
- share key concepts from first round grant recipients
- discuss outreach for next Community Forum

**INTENDED RESULTS:** The intended results of this meeting are:

- shared understanding of steps necessary to strengthen the grant application
- feedback on plan diagram and site concepts
- strategy for community outreach regarding next Forum

**MEETING NOTES:**

**I. Introduction / Agenda Review**

**II. Process Check and Progress Update**

A. Lessons learned from first-round grant recipients

**Strategies, Architecture & Interiors**

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Tel: 408 298 1885 Fax: 408 298 1887  
www.aba-arch.com

1. Applications are completed in such a way that they tell a story – this story explains the need for a library.
  2. Many included photographs of Community Meetings
  3. Technical aspects were very thorough and complete
  4. Shows the community support for the library
  5. Includes quotes from community members
  6. Documents votes of support, if applicable, from various Neighborhood Associations
  7. San Mateo Library created a video explaining the deficiencies of the current library
  8. Scott noticed that there was a documented process of continuity of support for a new facility; In some cases from up to 10 years ago
- B. Core Team and CAC Action Items
1. Include photos of the “current” library – describe the lack of library services
  2. Yvonne to provide to ABA the “whole history” of the library needs in this location.
  3. RWC Library - Provide access to the Recht Report; provide pertinent items for inclusion in the grant. Compare new demographics to census data and new Sandpiper School numbers. Draw conclusions from the report. Redwood Shores was originally planned as a primarily adult community. The Recht report supported Sandpiper being larger than it ended up being.
  4. CAC to continue to encourage survey participation.
  5. Recall that the current demographics have changed from what the conception of Redwood Shores was going to be; there were not supposed to be as many children in this community. Sandpiper will be surging to 600 students next year.

### III. Plan Diagram and Site Concepts

- A. Presentation of Plan and Site Concepts
1. Review of Past Community Forum and the two site schemes (Gateway and Pathway Schemes)
  2. Summary of Community Comments on the 2 schemes (see December 4 notes from Community Forum for details) Major themes included:
    - a) Need more prominence to the building
    - b) Concern of staff area/service yard location
    - c) Size of building could be larger, taller, maybe two-story
      - Lack of funds for additional area
      - Two-story scheme would result in a very small footprint
    - d) Location of building on site
    - e) Looped parking is important
  3. Summary of City Staff Comments, BCDC Comments
  4. Presentation of the Scheme
    - a) Front Door – diagonal from corner
    - b) Entry off of Marine – entry statement – aligns with diagonal – drop-off of pedestrians – turnaround separate from parking system
    - c) Levee height at 109’
    - d) Combination Bus stop and Right Turn lane at Marine
    - e) Dense foliage at Marine screens the staff/service area
    - f) Buoy point in the water as primary concept
- B. Discussion and Feedback
1. Mary suggested looking at alternative funding sources, including a Redwood City Library Bond for Redwood City.
  2. Proposed design allows for future addition of Community Rooms.
  3. Question: Can we get the grant funds, hold the money, then add more space later and pay for it with additional funds, such as a local Library Bond? *[Editor’s Note, this was not answered in the meeting, but was researched afterward and documented here]:*
    - a) According to the Title 24 and Title 5 regulations that regulate the funding program – The Office of Library Construction (OLC) governs the design and construction schedule for



successful grant applications. The library that is eventually constructed is to closely match the library outlined in the application.

- b) If the project design were to change, even insignificantly, the City would then have to revisit the project and grant funding with the OLC.
- c) Pending that outcome, the City would be required to build what is specifically defined in the grant application per the schedule presented in the application, and then add on to the project later, with OLC approval, and with additional funding sources.
- d) Through preliminary research and an overview of the initial, successful applications, it is presumed that this level of complication may compromise the strength of any particular grant application process.

A concern was expressed about the number of parking spaces available.

- 4. A concern was expressed that more daytime rooms should be available for use.
- 5. Mary requested information from Corrine regarding the number and types of programs currently available at other City buildings.
- 6. Visually, it presents itself very well – the design is very pleasing
- 7. This proposal combined the best parts of the two older schemes

#### **IV. Community Outreach Methodology**

- A. Feedback from Meeting Attendees – What Has Worked – How do we get people to attend?
  - 1. Suggestion to post the meeting at the Sandpiper Community Center sign
  - 2. Mary suggested an insert in the Pilot
  - 3. Yvonne will email library users of the virtual library
  - 4. Graphic invitation to the meeting – stating that plans will be reviewed at the Community Forum – City to create a flyer for the final meeting for the CAC to email out to their contacts... “Come see the plans – your participation will contribute to a successful grant application.”
- B. Strategy for Next Forum
  - 1. The CAC suggested that ABA not extensively recap “What we’ve heard”
  - 2. ABA will present the plans, and only go to the past to support design if comments occur.

#### **V. Conclusion**

- A. Next Steps
  - 1. Community Forum - February 12, 2003 at 7:00 pm
  - 2. Architectural Review Committee Meeting – February 25, 2003 at 6:30 am
  - 3. Bay Conservation Development Commission Meeting – March 10, 2003
- B. Action Items
  - 1. See Action Items listed under IIB.
  - 2. ABA to announce future meeting dates and times at the Community Forum
  - 3. City of RWC to provide to CAC sample support letters for the library for distribution and signature
  - 4. CAC to provide quotes, letters of support, etc. to ABA
  - 5. City of RWC to obtain the Recht report, analyze and share with ABA
  - 6. ABA to provide Barbara with graphics for the February 24 annual RWC meeting. Barbara will try to get quotes of support from this meeting.
- C. Feedback
  - 1. Need to be timelier with items out to group.
  - 2. Be less wordy – show more graphics
  - 3. Would like to see the elevations
  - 4. Bubble diagrams are the right level of detail for the forum – not floor plans



ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Stakeholder Focus Group Meeting #1**

MEETING DATE:	<b>Tuesday – October 29, 2002</b>	REGARDING:	<b>Meeting Minutes</b>
MEETING TIME:	1:00 pm – 3:00 pm	REPORT DATE:	10/29/02
LOCATION:	Redwood City Public Library	ABA PROJECT #:	02-0704-0
ATTENDEES:	JL, FS, RC, BC, HV		
DISTRIBUTION LIST:	<i>Meeting reports distributed to all listed below</i>		
	<input checked="" type="checkbox"/> JL	Jan La Mantia, <i>Centennial Neighborhood Association</i>	
	<input checked="" type="checkbox"/> FS	Florian Shasky, <i>Library Media Teacher</i>	
	<input type="checkbox"/> MF	Marta Flores, <i>Center for Independence of the Disabled</i>	
	<input checked="" type="checkbox"/> RC	Ralph Criscione, <i>Rosevelt Neighborhood Association</i>	
	<input checked="" type="checkbox"/> BC	Brad Cox, <i>Anderson Brulé Architects, Inc</i>	
	<input checked="" type="checkbox"/> HV	Holman Vilchez, <i>Anderson Brulé Architects, Inc</i>	

**ITEM DESCRIPTION**

**I. Introduction / Agenda Review**

**A. Introduction of Participants**

1. Who do you feel you represent in the community? Do you use the Library? If so, how often and for what purpose?

1. Jan La Mantia, *Centennial Neighborhood Association*- two children *Sequoia HS and Clifford*. Uses Library a lot with children. Little personal use for library. She looks up information she cannot find on computer. Summer reading, HS mandatory give book choices to read. Difficult to find books. Many students looking for the same book. Library will bring multiple copies of same book.
2. Florian Shasky, *Library Media Teacher*- Library Media Teacher- teaches English, represent *Sequoia HS* teachers and staff. Library science degree, literature degrees. Chief of special collections at Stanford. Planning research libraries, editor. Consultant in planning and designing library buildings. Academic uses of library. Close relationship with RCPL. Branches go to schools and give presentations. Intimate familiarity with library. Cover all needs and wants of constituents. Green library design team at Stanford.
3. Ralph Criscione, *Rosevelt Neighborhood Association*- Schaber branch user. Used main for research, steel making, but did not find data. Sister is librarian, liked RC main library. Represents older middle aged guy in community. Does not use as often. Kids use library a lot, they have need. Worked at Oracle. Library could feature high tech training material, html, etc., Oracle could participate.

**Strategies, Architecture & Interiors**

B. Context and Information

1. Background

- a) Determine Need for Library in Redwood Shores
- b) Library Board – Priority for Greater Service
- c) City Council identified as priority
- d) California Library Bond Act of 2000 – Funding Opportunity
- e) Grant Application Requirements (Needs Assessment, Plan of Service, Concepts)

2. Other Community Outreach

- 1. Questionnaire – link located at [www.redwoodcity.org](http://www.redwoodcity.org), until Nov. 8. If you would like a questionnaire mailed to you, please call 650-780-7061.
- 2. A series of Community Forums will be held at the Sandpiper Community Center, 797 Redwood Shores Parkway on the following days:
  - Community Forum #1 Thursday, October 24<sup>th</sup>, 7:30 -9:30 pm  
**OR** Saturday, November 2<sup>nd</sup>, 10:30 am -12:30 pm
  - Community Forum #2 Saturday, November 16<sup>th</sup>, 10:30 am -12:30 pm
  - Community Forum #3 Wednesday, December 4<sup>th</sup>, 7:30 pm – 9:30 pm

C. Meeting Ground Rules

**II. Library Services – Current and Future Needs**

A. Questions for Participants

- 1. What do you appreciate about the services you receive? What is working well?
  - a) Main lib. helps to track down a book that you need. Willing to track down books, called Belmont to bring book to this library.
  - b) Aesthetics of library
  - c) Good location.
  - d) Suggest that have certain terms defined. Library is within the Peninsula library system. 31 libraries from which you can draw materials through inter library loan. Services, resources, building physical environment.
  - e) Services, personalized expertise of all staff. Attitude as well as their action, they don't just talk it, they do it. Extremely helpful in a cordial, diplomatic, thoughtful, caring manner.
  - f) Resources are well suited to constituents they serve. Every library has to have a certain approach, profile, collection, focused on constituents they are serving. Hybrid library, info. resource, data center.
  - g) Library does not mean just books, it has become more than a repository, more interactive, more services. Resource information center. Resource-social referral center. Career, health, legal information. "One stop shop".

- h) Form and function as it relates to services. This is a very good library. It all goes together, complements, and intersects in just the right way. View as user, assistant super intendant, contractor, design consultant, librarian.
  - i) Key to rate success of lib. Building is to see 20 years after it was built.
  - j) How adapts to new services.
  - k) How it is expandable.
  - l) How people relate to it.
  - m) Right colors selected. Design considers expansion and future needs and resources.
2. What would you like to be able to do or have access to at the Library, but currently cannot?
- a) Oracle could provide online training. Oracle wants materials to be on hands of students, high tech content. Key to get in to data at home.
  - b) They are meeting my family's needs right now.
  - c) Difficulty in finding steel making information, not forte of west coast library. Specific technical data.
  - d) You'll be able to have a visual tool of a museum far away.
  - e) National and international Interlibrary loan program. Books from New York, Paris, etc.
  - f) Virtual tours and databases. Electronic resources.
  - g) Isoteric information.
  - h) Quality of use is to be distinguished from quantity of use.
  - i) Books should not be thrown away because they are old. Quality of use is more important.
  - j) One web you get information that is not in depth. Web enabled review of services.
  - k) Is there are area where they keep old books "morgue". It is called in some places remote storage. Concept was popular, it has fallen into disfavor. Emphasis has been on digitizing.
  - l) Nicholson Baker – "Double Fold" Library of Congress has thrown away books. Nicholson exposed bad design of SF public library.
  - m) Particular collections.
  - n) Many databases, budget shortfalls, have not been able to afford data bases they ought to have. Example full text databases. Reference sources online. Online reference services, don't take up space of shelf, but prices keep going up. Library says it cannot afford anymore. Gayle Thompson, Infotrack, Ebsco.
  - o) Oracle may be able to shed light on companies that provide databases.
  - p) Oracle training is taught at Sequoia.
  - q) Downside to Oracle partnership, many difficulties, industry wants to drive the program in manner that the Library gets to point where they say no.

- Linking Library with high tech firms, they are night and day. Theoretically should be complementary, but not in reality.
- r) What about an Oracle wing? What happens if Oracle is sold, you are always at hold of the benefactor.
  - s) There is a public perception, the success of the library depends on the perception of the public. They are more successful when it is neutral, and there are no formal alliances.
  - t) If you are going to be close to Oracle, they are not going to ignore you. Not just Oracle, but also other companies around. Electronic Arts, Siebol.
  - u) San Mateo County Office of Education Library on Dolphin drive. Geared as resource for teachers.
3. Do you have any concerns associated with the planning of a new Library? Do you feel other community needs are not being met?
- a) How will new library impact Peninsula system?
  - b) This question should be specific to residents of Redwood Shores.
  - c) Main link is to Belmont and San Carlos.
  - d) Ask neighborhood Association. Call Jordan on the Council.
  - e) This city is very responsive. Street repairs, parking issues, they take pride in making sure it is done correctly.
  - f) Centennial neighborhood, trying to lower speed limit. Went to City Council and they lowered the speed limit. City is great. Flooding problems in neighborhood. City looks into problems and finds answers.
  - g) Need for lower rents. Take care of homeless people. Apartments on El Camino are expensive. New buildings are built and they sit vacant. Don't build new ones.
  - h) High vacancy rates in office buildings. Employment.
  - i) Return on investments of the Library is high. It is a civic investment. It is a reflection of the success of the city. City looks at services, libraries, and schools.
  - j) Vast and enormous concerns about a new library.
  - k) See strategic plan that the city created.
  - l) Fiscal concerns – wonderful to get funding from grant. One time grant, once you build the building there are continuous costs: building and personnel, books, computers, databases. A calculation has to be done on these costs because of all these expenses.
  - m) Useful exercise: what would happen if we don't have a library in Redwood Shores, what is the impact? Will needs be met in other manner or with current resources in place.
  - n) Identifying constituents there and the needs so that the design is site specific.
  - o) With the grant money plus the 1/3 of the city, would that be enough for it to be useful?

- p) Would the needs of the people be fulfilled by just enhancing current libraries in place, existing branches?
  - q) Let your imagination go.
  - r) What is the status of shuttle from Redwood Shores to Redwood City over Highway 101? Is there really a need for the Library? Do they really need their own library? The fiber optics looks more cost efficient!
  - s) What problem is this the solution to? Is the solution a problem? Are you resolving an issue. "Redwood Shores needs to do a little homework!"
  - t) When talking to people at Redwood Shores, find out the political agenda. What are all of the agendas? Determine what is the actual realistic need? People are not necessarily able to articulate their needs. Find a way, different approaches, to find out if this is what they mean. Ask the question in the right way. Device methodology, language, procedure, that guides them to their answer.
4. Describe your ideal visit to the Library in 10 years. What is the experience? What are you doing?
- a) Take money and wire every structure so that they have free internet services, every home. How would this impact the needs? Would wiring every place, how much would it cost, and would that fulfill some or all needs of constituents.
  - b) In ten years the library would be virtual with "password" access for members that would enable online use of all services. Books could be downloaded or read online. Questions and answers could be done online like an "Ask Jeeves" style query engine. The Library would be linked globally to all sorts of information making the web really useful ensuring content.
  - c) Come to RCPL to find biographical information on California authors. Electronic card catalog showed holdings, which were available. Books checked out by friendly staff. Mission accomplished. Patron is happy.
  - d) Calling ahead/online to reserve info./books. Enough resources to meet needs of community, i.e. summer reading lists. Long term/short term parking. More spaces closer to building (rain, excessive heat) Experience: pleasant as it is now.

### III. Conclusion

- A. Next Steps
- B. Action Items
  - a) Contact Florian about meeting at Sequoia High School.
- C. Feedback

**IV. Action Items**

<u>MTG DATE</u>	<u>DESCRIPTION</u>	<u>ACTION BY</u>	<u>DUE DATE</u>
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

*The above minutes reflect ABA's understanding of issues and assignments discussed at the meeting. Unless ABA is notified in writing of any discrepancies, the minutes will be considered an accurate record of the issues and assignments. Minutes produced from this meeting will be distributed for review and comment. If no written comments are received, the minutes will stand as the record of the conversations and directions given at the meeting.*



ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Stakeholder Focus Group Meeting #2**

MEETING DATE: **Tuesday – October 29, 2002** REGARDING: **Meeting Minutes**  
MEETING TIME: **3:00 pm – 5:00 pm** REPORT DATE: **10/29/02**  
LOCATION: **Redwood City Public Library** ABA PROJECT #: **02-0704-0**  
ATTENDEES: **JC, WM, BC, HV**  
DISTRIBUTION LIST: *Meeting reports distributed to all listed below*  
☒ JC Jody Campbell, *Neighborhood Network Center at Heron Ct.*  
☒ WM Wendy Marks, *Carlmont HS, Guidance Advisor*  
☒ BC Brad Cox, *Anderson Brulé Architects, Inc*  
☒ HV Holman Vilchez, *Anderson Brulé Architects, Inc*

**ITEM DESCRIPTION**

**I. Introduction / Agenda Review**

**A. Introduction of Participants**

1. Who do you feel you represent in the community? Do you use the Library? If so, how often and for what purpose?

1. Jody Campbell, *Neighborhood Network Center at Heron Ct.- community based organization, government subsidized housing. Resource and learning center within the community. Project Read partner. 108 units, 2.5 per household. Homework center, senior Center, computer lab. Disadvantaged families. Computer use for homework. Program director. Funded by HUD, the community, private donations, sponsorships. Tech and resource center in low income housing. Community based. They could use a Library in Redwood Shores because program is in partnership with Project Read Program. Resource would open a lot of opportunities. Across street from Shopping Center.*
2. Wendy Marks, *Carlmont HS, Guidance Advisor – New resident from LA, three years in Redwood Shores. Not too much use of Lib. 16 year HS counselor. Foster City and Belmont library user. Would use library if close to home. Uses internet a lot. Avid reader, would use library if close by. A lot of professional people in community.*

**B. Context and Information**

**1. Background**

- a) Determine Need for Library in Redwood Shores
- b) Library Board – Priority for Greater Service
- c) City Council identified as priority
- d) California Library Bond Act of 2000 – Funding Opportunity

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e) Grant Application Requirements (Needs Assessment, Plan of Service, Concepts)

2. Other Community Outreach

1. Questionnaire – link located at [www.redwoodcity.org](http://www.redwoodcity.org), until Nov. 8. If you would like a questionnaire mailed to you, please call 650-780-7061.
2. A series of Community Forums will be held at the Sandpiper Community Center, 797 Redwood Shores Parkway on the following days:

Community Forum #1	Thursday, October 24 <sup>th</sup> , 7:30 -9:30 pm <b>OR</b> Saturday, November 2 <sup>nd</sup> , 10:30 am -12:30 pm
Community Forum #2	Saturday, November 16 <sup>th</sup> , 10:30 am -12:30 pm
Community Forum #3	Wednesday, December 4 <sup>th</sup> , 7:30 pm – 9:30 pm

C. Meeting Ground Rules

- a) Description
- b) Description

## II. Library Services – Current and Future Needs

A. Questions for Participants

1. What do you appreciate about the services you receive? What is working well?
  - a) In general, essential to education, research, discovery. Students discover things by getting materials from the library. Project Read is one on one tutorial systems. Resources are extremely valuable. Transportation has been an issue. Tutors will go to the center at Heron and tutor people. A library at Redwood Shores could provide meeting rooms for tutors to meet. Most of the interaction is one on one and also in groups. Scholarships are given, one requirement is to go back and tutor. Having access to resources would enhance program that much more.
  - b) Kids are grown up. Used when they were growing up. Now use the internet. Foster City library is not convenient, not accessible. Buying more books and checking out few. Buys at Barnes and Noble, new releases.
  - c) Carlmont, Notre Dame, Woodside, Sequoia are High Schools.
  - d) Libraries offer emphasis on specific areas.
  - e) Library is a quiet place to study. Relaxing.
  - f) Did not know that you could rent videos and CDs.
2. What would you like to be able to do or have access to at the Library, but currently cannot?
  - a) It's been many years since I've used them.
  - b) Did not know about services.
  - c) Want to be reoriented about libraries. Younger kids are not exposed to books.

- d) Being able to access the library. If in Redwood Shores, you could walk to the site. Transportation is a big issue. Getting kids to current library.
- 3. Do you have any concerns associated with the planning of a new Library? Do you feel other community needs are not being met?
  - a) Don't know community real well. Are not sure what the needs are.
  - b) A library would have to be at the top of the list. Partnerships with Boy's Club activities, etc.
  - c) If Belmont had a better library, there would not be a big need for a Library at Redwood Shores. Belmont Library is small.
  - d) Library and community meeting places.
  - e) Traffic is not a big concern. Freeway on ramp to be completed. A lot of people would walk. Two exits from 101 go to Redwood Shores.
  - f) Oracle as a neighbor is not a concern, community friendly.
  - g) Safe community, pride of ownership.
  - h) Redwood Shores is due some money investing. It's nice to get a return.
- 4. Describe your ideal visit to the Library in 10 years. What is the experience? What are you doing? What is the library like?
  - a) Field trips to library with youth, adult and senior classes. Research projects for students. Access to vital resources that will enhance our education based program. Learning how to use a library, vital skills for aspiring college students. Center for community meeting. Taking advantage of a quiet place away from distraction. In addition to a Library: I would like to have ESL resources, SAT and GRE Prep materials and classes, film library or collection, cultural studies collection. I feel that a library would be a great addition to the Redwood Shores Community.
  - b) Taking my stepsons and my partner to the library and having an orientation. Finding out what the library has to offer in terms of books, special programs, facilities, research. How the library has changed – a program/video showing. The development over the years of the library. I would be doing some relaxing reading, some research, enjoying comfortable surroundings and lots of books. There is something about holding a book in your hands. The smells of old leather bound books. Of course computers, lots of stations, video viewing rooms, audio listening rooms, for music and books on tape. I know that technology is here to stay, but it would be nice to have it in a warm, cozy environment.

### III. Conclusion

- A. Next Steps
- B. Action Items
  - a) Call Wendy Marks about scheduling a meeting at the HS.

C. Feedback

IV. Action Items

MTG DATE

DESCRIPTION

ACTION BY

DUE DATE

- ☐
- ☐
- ☐
- ☐
- ☐

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ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Stakeholder Focus Group Meeting #3**

MEETING DATE: **October 31, 2002**  
MEETING TIME: 9:00 – 9:30 am  
LOCATION: Sandpiper School  
ATTENDEES: CH, BC, SM

REGARDING: **Meeting Minutes**  
REPORT DATE: November 11, 2002  
ABA PROJECT #: 02-0704-0

DISTRIBUTION LIST: *Meeting reports distributed to all listed below*

<input checked="" type="checkbox"/>	GA	Garrett, Student
<input checked="" type="checkbox"/>	MD	Madeline, Student
<input checked="" type="checkbox"/>	JA	Jackie, Student
<input checked="" type="checkbox"/>	MA	Maya, Student
<input checked="" type="checkbox"/>	PA	Paul, Student
<input checked="" type="checkbox"/>	RI	Riley, Student
<input checked="" type="checkbox"/>	DY	Dylan, Student
<input checked="" type="checkbox"/>	KE	Kevin, Student
<input checked="" type="checkbox"/>	SP	Spencer, Student
<input checked="" type="checkbox"/>	HA	Haley, Student
<input checked="" type="checkbox"/>	TY	Tyler, Student
<input checked="" type="checkbox"/>	CH	Cherie Ho, Principal Sandpiper School
<input checked="" type="checkbox"/>	BC	Brad Cox, Anderson Brule Architects, Inc.
<input checked="" type="checkbox"/>	SM	Sam McBane Mulford, Anderson Brule Architects, Inc.

**ITEM DESCRIPTION**

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**I. What is cool about going to the library**

- A. Automatic check outs
- B. Computer for finding books
- C. All kinds of general
- D. The books are entertaining
- E. The people that go there
- F. It's fun
- G. Reading rooms for kids
- H. Playing computer games
- I. I like to pick books
- J. Great librarian
- K. Learning
- L. Different books
- M. All of the chapter books

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Anderson Brulé Architects Inc. 325 South First Street, 4<sup>th</sup> Floor San Jose, California 95113  
Tel: 408 298 1885 Fax: 408 298 1887

- N. I like when she reads to us
- O. Lots of books
- P. The Librarian
- Q. You get to chose your own books
- R. I like that you get to choose more than one book
- S. Soft furniture
- T. Storytime
- U. If I can read my favorite books
- V. I like books about adventure and animals
- W. All of the history books
- X. It's relaxed
- Y. Videos
- Z. Find books that you don't have at home
- AA. Great Librarian
- BB. I love books
- CC. I like the library because it's quiet
- DD. Like the glass windows
- EE. Quietness and a lot of great books
- FF. Lots of choices
- GG. I almost like all the books
- HH. Escalator

**II. What bugs you about going to the library**

- A. If there is no book that I want I get so frustrated, also if it's noisy when I'm reading
- B. I wish that you could pick the books that she or he reads
- C. More adult books than there are children books
- D. When the books that I want are not there
- E. Hard to find a really good book
- F. Gets kind of noisy
- G. Books that are not in your grade
- H. Not enough books
- I. Bigger kids rooms
- J. There are no games to play
- K. Not enough chairs
- L. Their not in grade level
- M. People sometimes bug you
- N. More computers
- O. Need more helpers
- P. Hard to find books
- Q. Not enough nonfiction books

**III. Draw a picture of you at a really great library**

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ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES  
LIBRARY NEEDS ASSESSMENT  
Stakeholder Focus Group Meeting #4**

MEETING DATE:	<b>November 2, 2002</b>	REGARDING:	<b>Meeting Minutes</b>
MEETING TIME:	1:00 pm – 3:00 pm	REPORT DATE:	11/07/02
LOCATION:	Sandpiper Community Center, Redwood City	ABA PROJECT #:	02-0704-0
ATTENDEES:			
DISTRIBUTION LIST:	<i>Meeting reports distributed to all listed below</i>		
	<input checked="" type="checkbox"/> MS	Marcy Sanchez, <i>Carlmont HS</i>	
	<input type="checkbox"/> MP	Mary Morissey Parden, <i>The Parden Agency</i>	
	<input type="checkbox"/> NR	Nancy Radcliffe <i>Interior Design/Buyer and Mngr.</i>	
	<input checked="" type="checkbox"/> SM	Sam Mcbane Mulford, <i>Anderson Brulé Architects, Inc.</i>	
	<input checked="" type="checkbox"/> HV	Holman Vilchez, <i>Anderson Brulé Architects, Inc</i>	

**ITEM DESCRIPTION**

**I. Introduction / Agenda Review**

**A. Introduction of Participants**

1. Marcy Sanchez, *Carlmont HS* – Teaches classes at senior center in San Carlos. Genealogy. Lives in San Carlos. Seniors don't like card catalog. Library usage learning curve. Freshman, classes are brought to the library to learn how to use the library. Takes energy to go to the library. Younger population rely on parents for transportation. Walking distance allows kids to walk. Would community welcome the library and think it's from Redwood City?

**B. Context and Information**

1. Background
  - a) Community wants best usage of the site. Distance associated with being at Sandpiper instead of Oracle.
2. Other Community Outreach
  1. Questionnaire – link located at [www.redwoodcity.org](http://www.redwoodcity.org), until Nov. 8. If you would like a questionnaire mailed to you, please call 650-780-7061.
  2. A series of Community Forums will be held at the Sandpiper Community Center, 797 Redwood Shores Parkway on the following days:
 

Community Forum #1	Thursday, October 24 <sup>th</sup> , 7:30 -9:30 pm
	<b>OR</b> Saturday, November 2 <sup>nd</sup> , 10:30 am -12:30 pm
Community Forum #2	Saturday, November 16 <sup>th</sup> , 10:30 am -12:30 pm
Community Forum #3	Wednesday, December 4 <sup>th</sup> , 7:30 pm – 9:30 pm

**C. Meeting Ground Rules**

**D.**

## II. Library Services – Current and Future Needs

### A. Questions for Participants

1. Do you use the Library? If so, how often and for what purpose?
  - a) Uses San Carlos Library and Redwood City because collection is richer. Don't use library at Belmont. Teaches a genealogy class. Picks books applicable to the students, tells them to check them out at the library. Introduces students to staff. Once comfortable in surroundings, you start exploring on your own. Teaches students how to use the library. Became an advocate of books on tape by accident. CD collection in San Carlos is popular. Books on CD. Education of the community is important. "The library has served me, it's my way of giving back." Get younger families and children into the library so that they are not afraid. We believe it is a family thing. Circulation is the highest at the San Carlos Library than in all San Mateo County. We have groomed the collection to the community. Architect was good in sharing plans and ideas with us. Made it user friendly. Listened to the community, made it theirs. We raised \$350,000. Redwood Shores residents want a library for their children. After school, kids need to get materials from the library and they take the bus to the library. Librarian at Sandpiper is terrific.
2. What do you appreciate about the services you receive? What is working well?
  - a) Knowledgeable staff. Feeling welcome. Trivia hunt as a way to teach kids how to research. A very challenging trivia hunt. They have to find resources, book, and magazines. Libraries are flooded on that weekend. We ask kids to put books back in the right place, but in spirit of competition, the books are not placed back. Staff is welcoming and knowledgeable, number one key, otherwise it is a turn off. This speaks to any library. This PLS should be proud of their staff.
3. What would you like to be able to do or have access to at the Library, but currently cannot?
  - a) I don't feel that I can't do anything. Challenge is keeping the collection current. We raise money to make that happen. Book sale, raised \$15,000. Community will support library, go to programs, at San Carlos. This area, RS would be very responsive to book clubs. They value their time because they are working and commuting. Whatever they do has to be worth their time.
4. Do you have any concerns associated with the planning of a new Library?
  - a) The distance causes the separation between Redwood Shores and Redwood City. The residents could contact city government and express their opinions. What is dividing things now is the issues with the Hispanic population in Redwood City. There are parts of town where everyone speaks Spanish. That is one thing that differentiates the community. I go to Belmont and San Carlos city government. They listen to me speak. I know if I want to speak, I can. I wonder how many people in this community attend city council meetings. They need to have that

awareness. Decision making is necessary. The best thing to do is to offer an opportunity to be a voice and say we want to hear from you. The greatest gift of our architect was that he listened to us. He brought drawings that we did not like, he took them back and worked on them. The community in Redwood Shores is educated, they are busy.

5. Describe your ideal visit to the Library in 10 years. What is the experience? What are you doing?
  - a) I would go to the library with a goal in mind. I would have a purpose. My drop in lasts 1 to 1-1/2 hours. Computers are really important for email. San Carlos is a two story library, a second floor that we can grow into. Community meeting rooms at one end of the building. Adults, if they don't have a computer at home, they can go to the library. Computers are a part of our life now.
6. What do the kids need in a library?
  - a) High school kids need to do research projects. Kids think the internet is the easy way out. They will not succeed at finding things on the internet, so I suggest they go to the library. It's important that they feel welcome. There are probably many people in Redwood Shores that have not been to the Redwood City library. Parking is a big issue. RS has a magazine collection, local history room. I'm not going to waste my time either unless I know they have what I need.
  - b) At San Carlos, we provided a room for teens that did not work. We're within two blocks of the middle school. Kids would hang out at the library, if they went inside they went in groups and were rowdy. We gave them their own closed room where they could talk. They did not treat it as a library, a place to educate themselves. It became a teen center. There has to be an expectation of what their uses are. They need a hangout space, different from the library. You won't see a youth center in Redwood Shores. If staff at Redwood Shores had programs for all ages, they will come, I promise. You are courting them just as you are with the adults.
  - c) A community meeting room is very important. Ours (San Carlos) has worked well because it can be divided. Lots of clubs, not enough meeting rooms. Redwood Shores is the bedroom. People working here are commuters. This is a commuter society. A little bit of bitterness because Redwood City does not pay for roads. Residents come through Belmont and San Carlos. You have to wear the shoes and you'll understand! Visit Redwood Shores during rush hour. It's an issue to get onto the high way. Parents will feel safer if kids have a place to go to in the area. Parents are advocates of education for their kids, high expectations in Redwood Shores. San Carlos is divided, 5 schools in district, half goes to Sequoia, half goes to Carlmont. Sequoia is mostly Hispanic and that is not seen favorably by those parents. Small businesses have to have foot traffic. People do not participate in Redwood City's development because they believe they are not affected. The communications between Redwood Shores and Redwood City is not there. Is the library necessary to create a connection to Redwood City? The Redwood Shores community is happy the way they are. They go shopping in Hillsdale and Palo Alto. I'd like to see the library for the kids. The greatest challenge for the teenagers is having something to go to after school. Twin pines has a senior center



but not a youth center. Parents need to have someplace safe for kids to go. The library is considered a safe place to be. The right kinds of books will attract kids. Park and Recreation should address the community service needs. Does the leadership come here? Ed Everett should come to Redwood Shores, make himself part of the process. The mayor went to Sequoia. Community does not realize how much time this process takes. It will not be an instant result. The kids now will be in college by then, they will see the place grow. The way to sell it is to say you are doing this for your children, for the betterment of your community. The business collection was an important need. Ask community to support subscriptions.

### III. Conclusion

- A. Next Steps
- B. Action Items
- C. Feedback
  - a) Get city government officials involved.

### IV. Action Items

<u>MTG DATE</u>	<u>DESCRIPTION</u>	<u>ACTION BY</u>	<u>DUE DATE</u>
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
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ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Stakeholder Focus Group Meeting #5: Carlmont High School**

MEETING DATE: **November 12, 2002**  
MEETING TIME: 8:30 am – 9:30 am  
LOCATION: Carlmont High School  
ATTENDEES: Kelly  
Jonathan  
Dontill  
Mayra  
Brenda  
Brad Cox  
Sam McBane Mulford

REGARDING: **Meeting Minutes**  
REPORT DATE: November 14, 2002  
ABA PROJECT #: 02-0704-0

**ITEM DESCRIPTION**

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**I. Introduction / Agenda Review**

**A. Introduction of Participants**

1. Do you use the Library? If so, which ones, how often, and for what purposes?
  - a) Kelly: uses San Mateo Library, San Carlos library, Borders Books, use for school projects, research, reading.
  - b) Jonathan: uses Redwood City Main library for school projects, interest reading, smaller libraries don't have the books
  - c) Dontill: uses libraries for school projects, computers to type papers, sometimes to read books. Uses East Palo Alto and Hayward libraries.
  - d) Mayra: uses libraries for school projects. Does not go very often, uses the Carlmont school library most often, also uses East Palo Alto library.
  - e) Brenda: uses East Palo Alto library to checkout books, research and school needs. Likes autobiographies.
  - f) All students indicated that they use the Carlmont Library.

**B. Context and Information**

1. The purpose of this meeting is to solicit input on current and future library service needs from Carlmont High School students
2. The intended results of this meeting are to understand this group's perspective on the current state and the future of library services in Redwood Shores
3. Background
4. Community Outreach:

- a) Questionnaire – link located at [www.redwoodcity.org](http://www.redwoodcity.org). If you would like a questionnaire mailed to you, please call 650-780-7061.
- b) A series of Community Forums will be held at the Sandpiper Community Center, 797 Redwood Shores Parkway on the following days:
  - Community Forum #2                      Saturday, November 16<sup>th</sup>, 10:30 am – 12:30 pm
  - Community Forum #3                      Wednesday, December 4<sup>th</sup>, 7:30 pm – 9:30 pm

## **II. Library Services – Current and Future Needs**

### **A. Questions for Participants**

- 1. What do you appreciate about the services you receive? What is working well?
  - a) Free, no charge
  - b) Many books at Redwood City Main, as opposed to smaller libraries
  - c) Get what you need by yourself, or you can get help if you want. If you have a big project, staff will help you.
  - d) Easy to use, efficient
  - e) Computers – you can search if they have your information.
  - f) It's quiet – it's loud at home.
  - g) Less distractions
  - h) Printers available – can do projects at the library.
  - i) There is space to spread out (bigger libraries), you don't have to be right next to everybody.
  - j) Staff is nice
- 2. What would you like to be able to do, or have access to at the Library, but currently cannot?
  - a) Parking
  - b) Library is far away, can't get to the library
  - c) Transportation
  - d) They don't always have what I need
  - e) I go to Border's when I want to keep the book
  - f) Would want to eat/drink at the library
  - g) Likes to listen to music/DVDs before you buy it at stores
  - h) Likes to see new books
  - i) Concerned about viruses at library on computers
  - j) When school software is updated, the same software should be at the library too.
  - k) Jonathan takes his little brother (6 years) to the library; the only library around with a good kid's section is San Carlos – little chairs, toys, etc.
  - l) Kid's section at East Palo Alto is very small.
  - m) Should have computer reading games for children, siblings, so the teens can get their work done.
  - n) Group Assignments – usually go to the Carlmont school library to do these assignments. These assignments are for 4-5 people on a team. If they went to a public library, they may not be able to talk and work together. Would

- want rooms in the library to go and do a group project, a study room – local libraries don't have these rooms for group projects.
- o) School projects – they can do posters, PowerPoint, movies, etc.
3. What ideas or suggestions do you have regarding the planning of a new Library?
- a) Make sure there is enough parking.
  - b) Enough space – not crowded.
  - c) Two floors – study groups upstairs, kid's computers next to kid's area downstairs, separate from study spaces.
  - d) Enough restrooms.
  - e) Want to be able to find what I need – need a good selection of books. Enough in each section – Enough copies of the same book, same subject area.
  - f) Kids area games vs. reading
  - g) Collection not too outdated.
  - h) Library should look nice – should look clean, should look fun to go to.
  - i) Some should have soft seating, sofas, lounge chairs – like you're at home.
  - j) Coffee and food – a room or section where food is allowed. Keep food away from the computers.
  - k) Café with tables, coffee bar.
  - l) Mirrors – lighting, open up the room to see outside, or to see other parts of the library.
  - m) Want to be able to socialize – or not socialize.
  - n) Different areas for different stuff.
  - o) Lounge should be pretty quiet
  - p) Look out for little kids.
  - q) Windows and light.
  - r) Look nice, old libraries not as clean (fun)
4. Describe your ideal visit to the Library in 10 years. What is the experience? What are you doing?
- a) In ten years, this group will range from 26-28 years old:
  - b) Just be getting out of college.
  - c) Have own space.
  - d) No kids yet.
  - e) Writing Exercise (see student's writing exercises):
    - Technology is more advanced. The book is a CD that is interactive.
    - People reading to kids, fun, stimulating.
    - Lots of glass
    - Study Room with big table, comfortable Chairs
    - Poster boards, sell supplies for projects
    - Space to yourself, enjoy the library, with friends, hang-out space – it's OK to be there, you can communicate with your friends.

- Nice apartment, studying to be a pediatrician – research book, needed at hospital, librarian asks if there is anything they can help me with – she's board so she gazes up and sees birds and trees – makes her think back to olden days, eat, calm, need to pay bills, relaxed, almost a weekend...
- Everyone will have laptop, search engines, looking for data, download to CD, drop brother off at kid's section (he's now 16). Transaction coming from main-frame – research for work and interest.
- Will be a fun space to go... I'll still be in college – it should be a fun place to go just because you want to go. Laptops! People reading to young kids. 10-year olds can do their own thing.
- Space is different than what they are now – She had enough space for herself – doesn't want to be bothered by others.
- Summary – high tech stuff is happening – but it's about being comfortable, having space for different activities.

Dontill:

10 years from now

“Have a nice apartment, still studying podiatrist n’ I maybe have a son/daughter I’m not sure but I will probably be in the library to bring back a book that I had to use for research on something at the hospital or maybe to type up my paper n’ the Librarian comes up to me and asks is there anything I can help you with or she/he is just cool about the situation of helping you. I’m bored so I gaze at the top of the selling n’ their birds n’ trees n’ I’m think back of at old day memory so it’s kinds of taking my mind of the paper, I have to write n’ some bills I have to pay I had a long day already so I need some piece n’ quiet I have to pick up my daughter or some up from my moms house so let me grab me something to eat at the cafeteria maybe a nice hot hot link sandwich when I walked in the library...It was calm n’ now I’m walking out the library is still calm and I’m relaxed time to go have fix dinner. This is a weekday that’s the only reason I’m turning in early. But I’m thinking on my way home I had enough space to myself. Download internet material, laptop computer, internet explorer, mail merge”

“In ten years the library will be mostly on computers that they will be book then books on CD. You would go on the computer and search WWII. It would ask or data trace for a book or CD or both. The CD could hold more and would be smaller. The would be people on computers getting information. Little kids will be playing PC games, reading, listening to books. The gtude graps will be working on progeck.”

“Fun place to go to (not boring). A place to work on work or school related activities. A place to lounge and relax – to read and take your mind off things. I hope to be in college still with my own place and have a good life. If I had a kid (which I hope I don’t) then I would want a kids section where I could take my cousins or nieces. I would want computers to use at the library with internets to use for school and work. I want a place where I could meet with friends or co-workers / and do home work or projects. Just a fun place to go where I can relax, have fun, get work done, and want to go their.”

“In ten years from now I see myself graduating from college. Maybe going in the library a lot and the library being the way we want it to be. Being able to go in a library and have everything that I read. To have a place of my own and live with a friend. Think that I can go meet with friends at the library and other things besides study, or going in there just to do work. To maybe just relax and chat a while.”

“In ten years I picture the library being technologically advanced. Something that I think would be cool is if the book are like DVD type. Instead of having to check out a big heavy book you just check out a disc that has the book in it and for it to be interesting like in a power point with animations and sounds.”

“I picture myself in a two story library with lots of windows and clear light not artificial lots of computers. Variety of books. The mini coffee bar thing is a good idea as well as the lounge area. And for the kids section have fun pictures and books that can interact with them or have some reading to little kids. And the study room not to boring but have a big table with comfy chairs. 1 or 2 computer printer. Already should also sell things for projects like markers and poster boards.”

### III. Conclusion

- A. Next Steps
- B. Action Items
- C. Feedback
  - 1. What Went Well
    - a) Wanted to listen to what they were saying
    - b) Most people do not listen to teenagers – you did not give us the answers
  - 2. What did not go well
    - a) Could have had something to snack on.

### IV. Action Items

<u>MTG DATE</u>	<u>DESCRIPTION</u>	<u>ACTION BY</u>	<u>DUE DATE</u>
<input type="checkbox"/>			
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ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Community Forum #1**

MEETING DATE: **Thursday – October 24, 2002**  
MEETING TIME: 7:30 pm- 9:30 pm  
LOCATION: Sandpiper Community Center, 797 Redwood  
Shores Parkway  
ATTENDEES:  
DISTRIBUTION LIST: *Meeting reports distributed to Core Team*

REGARDING: **Meeting Minutes**  
REPORT DATE: 10/28/02  
ABA PROJECT #: 02-0704-0

**ITEM DESCRIPTION**

**I. Introduction / Agenda Review**

A. Introduction of Participants

1. Consultants

- Pamela Anderson-Brulé, Principal
- Sam McBane, Project Manager/Senior Facilitator

B. Context and Information

1. Background

a) The City of Redwood City

- a. Working to improve library services
- b. Exploring the possibility of a new branch Library in the Redwood Shores
- c. Addressing the current and future needs of our community.

2. Other Community Outreach

- 1. Questionnaire – link located at [www.redwoodcity.org](http://www.redwoodcity.org), until Nov. 8. If you would like a questionnaire mailed to you, please call 650-780-7061.
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Community Forum #1	Thursday, October 24 <sup>th</sup> , 7:30 -9:30 pm
	<b>OR</b> Saturday, November 2 <sup>nd</sup> , 10:30 am -12:30 pm
Community Forum #2	Saturday, November 16 <sup>th</sup> , 10:30 am -12:30 pm
Community Forum #3	Wednesday, December 4 <sup>th</sup> , 7:30 pm – 9:30 pm

**II. Imagining the Future**

A. Questions for Participants: Individual, Pair and Group Exercise. Answer the Question that Corresponds to the Colored Card handed to you. Pair With a Neighbor holding the Same Color Card and Discuss Your Answers. Share Your Answers with the Larger Group. Follow-Up Q/A with Guest Speakers.

- 1. Describe your experience as you visit the library within the next 10 years from now.
  - a) Arrive via shuttle bus, welcoming staff, attend later and still find a place to park.
  - b) Preview various media.



- c) Café
- d) Holds are readily available.
- e) Café, internet research, catalog search, value to be at the library, attend a public event, or screening of a classic movie.
- f) All patrons have access to computers, staff helping patrons, self-service, café and tea room, more educational, cultural and informative session.
- g) Not a coffee room, could have a patio for the coffee, library for all ages, all programs to include books and computer center, service to the private homes for disabilities, very nice and spacious community room to have various conversations.
- h) Research online
- i) Give the students a place to work together, computers for lab homework, school projects, those students that don't have easy access to computers, make kids realize that there is more information out there other than TV and internet, you see many other things, discovery and serendipity.
- j) Libraries and the schools can work together on resources that are needed, when book reports are due the libraries will have the books, after school activities, encourage reading, resources for all age levels
- k) Making more things available to all groups, other community spaces available for all needs, common goals and communication
- l) Will have better access to technology and tools for students, place where lots of programs and various performers can bring neighbors together, nice to have library close, helps maintain property values, attract others to the community, internet access
- m) Youth will emerge better educated, interacting more, peer to peer counseling, sense of place, central area to express that sense of place, sensibility in young people
- n) Things happening in between that period; better educated, more cultural related children, being able to go to the library and work on the computers, more community activity and interaction, provide access to more sophisticated lectures, physical materials to people that don't have access to it now, walking to our own library and pick out what we want, more convenient and maybe more use, better and more accessible, interesting community
- o) Becoming isolated, one on one interaction, losing dynamics, public rooms in the library where young people can discuss their assignments, dynamics of families today are smaller, sit and discuss and dream and ponder, people to communicate, not buried in a book, don't see kids out reading anymore
- p) Providing convenient access to information, educational materials, help assisting to find the information, people are afraid to use the catalog, afraid to use the computer, needs to be the people element in there to help, teach you how to use the resources, still see the key elements
- q) Programs and services available to the people of Redwood Shores, constantly helping people use the internet, libraries will evolve in the future
- r) People had the same problem with the card catalog, the system for the catalog is confusing for some people

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- s) They have classes on using the internet, why don't they have classes on using the catalog.
  - t) Public libraries are an anomaly in the world... the internet hasn't changed that. Circulation (books) has increased in the past year. The internet complements the use of books...and a café is wonderful.
2. What are you thrilled about in the libraries you use?
- a) Spacious, beautiful and quiet surroundings.
  - b) First one to touch the new book... first to open the brand new book.
  - c) Other media that we can access the library/ e-books, DVDs, breadth and depth of information. Not just new books, but Taxi Driver.
  - d) Thrill of discovery
  - e) Having online catalog rather than card/ paper. Access to other libraries – put holds on everything – all other systems and not just the library I'm in.
  - f) Not as much occasion to use the library... two things that thrill me most
  - g) Children's activities – they are getting an education before they even start.
  - h) Reaction to our teenagers – just opened a homework center a few weeks ago with 15 computers/ those that do not have access can come in and do their homework.
  - i) Not necessarily a computer person – always thrilled to find nice, helpful people that can look and find something for you... said Switzerland and part of the title – and there it was!
  - j) Discovery
  - k) Good programs – E. Roosevelt program at 4 or 5 libraries – I drove to multiple libraries to experience... programs like that prompt you to look into more things – go deeper. Reading about Eleanor after the program. Fascinating – cultural and community aspect of programs that come with the library.
  - l) Library is responsive to the public regarding development of the collection – interest in the community/ subject area/ silly/ fanciful/ the library makes it its business to address those needs and take care of that interest. They just need to know... it exists.
  - m) Specialties – local history room. What Redwood City used to look like – this area in the past. Back into the 1800(s). Library has special programs that help to educate people about our own community.
  - n) Programs
  - o) Amazed at the number of professionals and non – who give their time/ tutoring children.
  - p) Storytelling volunteers – preschool children and public school children.
  - q) History Room – the possible value here of a special collection – though don't know what it might be.
  - r) Drama Library in New York – specialized in the theatre in that enormous system.
  - s) Both son and I are thrilled when we see our neighbors at the library and at programs.

3. What would you like to do, or have access to at the library that you currently do not?
  - a) Café or on Patio
  - b) Adjacent to library and not in...LA
  - c) Screening Room? Great idea. Movie night. Another way to build sense of community
    - a. Popcorn
  - d) Author events/ Bookstore hybrids
  - e) Co-sponsored events – bookstores and libraries
  - f) Go to the library/ get a cup of coffee/ need wireless networking! Use of own machine, not tying up public resources...
  - g) Meeting rooms – more meeting rooms – all sized meeting rooms –
  - h) Thinking back to college – study rooms for small group. A patio – where kids can check out board games and interact. A place where little kids can be safe and entertained while their parents are using the library.
  - i) Library now has a wonderful program – you may borrow books, video, DVD(s). Other libraries have other items – the paintings on the wall, there are libraries that have collections like (in SF there is a tools library).
  - j) Going beyond books and videos is something a library should consider...
  - k) In Redwood City we have a gallery of well known or notable painters – enjoyment of the art.
  - l) Need kitchen for receptions.
4. What other services does this community need?
  - a) There is no central place to go on Redwood Shores, for the whole community.
  - b) Child care facilities close to the school, when there's a big boom in the economy it's tough to get in.
  - c) Micro community that live in apartments, cabin fever – need to go out and do something, an extended living room.
  - d) Community programs right here in the library, educational, entertaining, etc.
  - e) Forum idea, meeting rooms need to be comfortable, sprawl around, not sterile, group exchange of ideas, no swimming pool, no skateboard areas for ramps to entertain the young people.
  - f) Some of the rooms can get really hot, children areas when it's storytime, keep it in mind.
  - g) Acoustics as well, San Carlos is beautiful but in the atrium you can hear all the children.
  - h) Anybody can rent meeting rooms upstairs in San Carlos, but the sound carries, everyone down in the library can hear them.

5. What kind of partnerships do you see happening with the library to enhance services in the community?
  - a) School System
  - b) Police PAL
  - c) Fire department, emergency procedures for the kids
  - d) Very large business near that area, with deep pockets; community programs – there needs to be funding, sponsoring.
  - e) Local companies, educating kids about job opportunities; teachers, policemen, special programs about job opportunities.
  - f) YMCA nurturing community endeavor, PAC out here, collaborative take on what's beyond the school, PAC doesn't do it, ads in the newsprints you have to travel to, would like some that are close.
  - g) UC Berkeley
  - h) Redwood City employees, getting them to become library users, (people who work in Redwood City), use Redwood Shores as a model.
  - i) Library could be open later in the day, programs that they could attend to skip the traffic

### **III. Walkabout Brainstorming**

#### **A. Four topic stations. About 7-10 minutes each.**

1. How will having a library in Redwood Shores change the community in 10 years?
  - Better access to material and technology for students
  - Cultural place (programs); bring neighbors closer
  - Desirable to live close to library
  - Help to maintain property values and attract educated people to the community
  - Internet access
  - Our youth will emerge better educated, better informed, and with a developed sense of community
  - Community Involvement
  - Community Service
  - Public Service
  - Better educated children because of accessibility
  - More community activity and inter action
  - Material availability (books, cds, etc.) to public at large
  - Place for group meetings, lectures, events, etc.
2. Describe your experience as you visit the library 10 years from now.
  - I park my car without difficulty or arrive via city shuttle service
  - I enter the library greeted by welcoming staff, a great new book selection, a place to preview various media (including e-books, etc.) and a café to obtain a non fat latte
  - My holds (requests) are readily available and an author is preparing a lunch hour lecture/reading
  - Children and teen areas, community meeting space, individual business center, training room etc. are all available for use

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- After dinner I may return to attend a class or sit quietly to read
  - A library for all ages; pre-school, toddlers through senior citizens
  - A community room for various lectures
  - Library patrons will have individual access to computers (each to his own use)
  - Electronic self service to borrow/return books
  - Coffee/Tea room for patrons
  - More educational, cultural, informative sessions in the library for the community
3. How can libraries and schools work together to strengthen education in the community?
- Communicate educational goals
  - Determine educational resources needed
  - Allocate pertinent resources
  - Café and Screen Room
  - They can communicate to provide the resources needed and training for students and families on using the resources. Serve as a center for after school tutoring, reading clubs. Extending the learning day. Libraries and schools can work together to encourage reading and awareness of library services for all ages.
  - Have books available for all levels pre-k through college
  - Give the students a place to go to work on school projects. It can give access to students who may not have easy access to the Internet. It can also just make kids realize that there is more to life than just getting "information" from T.V. or intranet. That reading books from the library is fun and pleasurable.
  - Tutoring sessions, book clubs, and interest groups. The computers can be for lab homework, video conferencing for study groups.
  - WAR rooms for brainstorming, discovery, and research. Wireless networks allow students to share data, integrate book and electronic data.
  - Print out my book
4. What is the most important thing a library can do for the community today, and why? In 10 years?
- Provide a location where members of the community including adults, children, and teenagers can come together to advance their learning. Enjoy and share hobbies and share an atmosphere of a reading centered community.
  - In 10 years the library can do the same things for the community but will make more electronic tools available.
  - Provide convenient and easy access to information, literature, entertainment, educational material with librarian (personnel) to assist in finding and using this information for all age groups

#### IV. Question/ Answers/ Comments

- a) Population count of Redwood City and Redwood Shores 76,000 in Redwood City; 10-12,000 in Redwood Shores.
- b) Isn't the Shores completely residential? There are parks, commercial areas.
- c) Haven't discussed partnering with a Swimming Pool facility? – Not interested in partnering with one.
- d) Not a law library, not a technical library, who makes the decision as to what the collections are?

- a. Really ask the community and see what they need in a collection. Browsing collection for the community. Currently Redwood Shores residents that use other facilities, use Children books, non-fiction, also use the Chinese collection. Not going to tailor the collection about this, but ask the community.
- e) What are the other projects that have been suggested for the land?
  - a. Nothing has been suggested.
  - b. Oracle wanted to use the land, but that is off the "burner".
  - c. Parcel is zoned for a public facility.
  - d. Facility to house a rowing club? Have YMCA to support a boating club there, Marine Biology Interpretive Center.
- f) Partnership would be Peet's coffee shop, would that violate the agreement?
  - a. Friends of the family could take care of this.
  - b. Have services come in and have them do an X amount of service.

**V. Conclusion**

- A. Next Steps
- B. Action Items

**VI. Recapping the Evening**

- A. Plus
  - 1. System of questions was a good way to get to communicate, good questions, sparked the conversation.
  - 2. Meeting was encouraging, like the agenda set-up
  - 3. Found out about the meeting through
  - 4. Sign 7
  - 5. Article 4
  - 6. Friend 2
  - 7. Flyer 2
  - 8. Library board meeting 1
- B. Delta
  - 1. Attendance could be improved
  - 2. Coffee or water or tea
  - 3. Ask how people are residents, employees, at beginning of meeting
  - 4. Sign board only mentioned this meeting

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ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Community Forum #1 Session Two**

MEETING DATE:	<b>November 2, 2002</b>	REGARDING:	<b>Meeting Minutes</b>
MEETING TIME:	10:30am – 12:30 pm	REPORT DATE:	11/05/02
LOCATION:	Sandpiper Community Center, 797 Redwood Shores Parkway	ABA PROJECT #:	02-0704-0
ATTENDEES:			
DISTRIBUTION LIST:	<i>Meeting reports distributed to Core Team</i>		

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A. Questions for Participants: Individual, Pair and Group Exercise. Answer the Question that Corresponds to the Colored Card handed to you. Pair With a Neighbor holding the Same Color Card and Discuss Your Answers. Share Your Answers with the Larger Group. Follow-Up Q/A with Guest Speakers.

1. Comments

- 1. The time to make the decision, create the space and provide the service – a fair amount of time passes. If you have children in grade school today –

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- they might be in high school by then. All programs that reach all ages of the community – a community service that is not active recreation or day care.
2. Great programs that need to be here – they are being done at Redwood City – they can be held here as well. Creating community.
  3. Look at a proposal for the use of that property – a community center with a library connected. Look at exercise facilities, classes – many of the activities put on by the parks department – oriented toward the entire community. Email from Board Member (RS Community Association) – visualizing what the property would be used for...read the international papers with coffee in a community center while waiting for a friend who is finishing up a tutorial on community government
2. Describe your experience as you visit the library within the next 10 years from now.
1. Library Director to meet with administration of School Districts to develop goals, joint activities, joint programs
  2. Meet with librarians – develop programs together and mitigate some of the funding issues
  3. Work with Project Read, other established programs to reach all parts of the community
  4. Work within a constructed framework
  5. All schools, public or private, have the same state curriculum – let's develop both materials and programs that support the curriculums of the students. Same for Redwood City, Belmont (we will get crossover use from other communities) – will make this a real meeting place and meaningful place for kids
  6. Hours of service – enhance curriculum
  7. The curriculum in the elementary schools are not currently in line with the state standardized tests...an opportunity to get libraries involved
  8. There are high school and junior high students as well – not just educational but social activities can happen at the library –information resources – bring the social activities of the school and adult community together in a library – no where else in the community is that happeningThe time to make the decision, create the space and provide the service – a fair amount of time passes. If you have children in grade school today – they might be in high school by then. All programs that reach all ages of the community – a community service that is not active recreation or day care.
  9. Great programs that need to be here – they are being done at Redwood City – they can be held here as well. Creating community.
  10. Look at a proposal for the use of that property – a community center with a library connected. Look at exercise facilities, classes – many of the

**Strategies, Architecture & Interiors**



- activities put on by the parks department – oriented toward the entire community. Email from Board Member (RS Community Association) – visualizing what the property would be used for...read the international papers with coffee in a community center while waiting for a friend who is finishing up a tutorial on community government
11. Serve as a community resource for bringing community together – resources to strengthen education. In 10 years, a fixture in the community and a central place for meeting and interacting.
  12. Future – the library would be a central part of our community.
  13. More than just a library – interactive learning facilities – meeting rooms, video and listening in the library – coffee shop. Performances can happen in the library as well. More community efforts.
  14. Would have a variety of uses and serve a variety of members of the community...because of its expansion of services (technology) that service is always the important issue, and more so in the future. Serve the community groups – spacious enough to accommodate all the activities – entertainment, meetings, etc.
  15. Welcoming place – both in education and in libraries – the danger that you want to extend yourself too far out...a social institution that covers all issues and all problems – and then not providing appropriate services... Always come back to the question What is library? What does it do and who does it serve?
  16. Libraries as a support service in helping students with their work – don't spread the organization so thin. Partnerships.
  17. Find a place to get materials – research or long term reading. In 10 years – distribution of that information in other than a physical manner (i.e. current materials not available currently)
  18. No children, but friends out of jobs – immediate need in the Bay Area is to increase access to other job schools, exploration of alternative careers – job outreach for high schools. The economy looks very bleak for them – what will they do in college. In 10 years – libraries should provide an alternate method of learning. The idea of e books, more mass media – reaching more homes. Internet access fairly ubiquitous – further beyond that changes. Get immediate access to materials that you need at home. Oriented towards Seniors as well.
  19. Why I chose to become a librarian
    - In college –discovery. So much information available to us through other avenues (web, bookstores). What is really needed – navigators. Applies to children, business community, professional people, etc. Libraries provide navigators and guidance.
  20. Being the fabric of the community. Being other things as well – meet the diverse needs

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21. Opportunity two years ago – Oracle offered a school and library on that property. The community turned that down – not behind the concept and questioned whether that was appropriate.
22. Personally would like the experience to be not that much different from now or 10, 20 30 years ago. Two services – borrow books that you don't have or don't want to buy. And the experience of going to the library with my child and spending time together there. The value of librarians – and learning to use books, read books.
23. Completely different than the concept of community center. The teens have a need in Redwood Shores. I see a community center as a valuable thing – maybe more for teens and up rather than small children. Here, at Sandpiper, is one thing for kids, that site is completely different.
24. If that is the only property we have in Redwood Shores – I would like to see it used as community center, but not trying to mix in a library when we have only 5 more minutes to go to get to San Carlos or Foster City...
25. Important that this library public process is responsive...and questions the community.
26. Location – an issue in RS, as an extension of RC, we don't have a civic center. This room is part of the school during the day, as well as the other parts of the community center. I would not support a library at this center because it is at capacity. In addition, a school and library site in the same area – great service for school age children – but concerned about the balance of the community.
27. The time it takes to get to other libraries is lengthy – time is valuable and it would be nice to have library services available at a closer location.
28. We have visited every library, everywhere we go...
  - Redwood City has multiple levels – here one or two stories, low profile and accessible to seniors and children. Important for the community to have a place to gather. Community rooms and programs – not just books but activities and programs. Space for that to happen.
3. What are you thrilled about in the libraries you use?
  1. Accessibility – accessible. Not thrilled about the virtual library – can't touch the books. Proximity, closeness – an urge to go the library and can...
  2. Ambience – space areas and a friendly staff that is there to assist you. New Main in SF, failed in all the areas above. Unattractive, unwelcoming – but cost more than Phoenix.
  3. Option of being able to borrow books from other libraries – and return books to any library.

4. I use a number of libraries – RC, Belmont, college libraries. All of these are connected. Online availability of catalog. Limits my trips. Particularly with library network, - affects time and traffic...
5. Accessibility – physically challenged users and seniors. In my community, most of the residents are retired, older. They will need easy access.
6. Some libraries have attempted to provide an integrated experience for children – adults can sit and read with children. Tables and seating integrated that serve both children and adults. Allow more adults to spend time in the library with their children.
7. Have used Belmont and San Carlos – business information, tax forms, etc. Business related, not child related. Large, highly education, multilingual community. Need tutoring programs as well.
8. As a computer professional – if the material is more than six months old, it is obsolete. Libraries are notorious for having dated materials. If there is some way to work with other organizations to find how to make those books more available (current) – and maybe even buy the book from the library.
9. Pool idea has come up for that particular site. Don't know if that works with a library??? Our community needs greater meeting areas. We need a community hub. If we can make that library a community meeting place and hub – that we can feel is our civic center or downtown. RS Owner's Association owns a boat dock across the street. Let's connect and integrate with water amenities as well.
4. What would you like to do, or have access to at the library that you currently do not?
5. What other services does this community need?
  1. Large meetings, small meetings, all sizes.
  2. Smaller scale, walk-able place for the community is right there. Looking at how you might link across the Parkway.
  3. A mailbox. A real mailbox.
  4. Strong linkage that many people are seeing between a library and community/civic center. Would love to see a community center with meeting rooms, coffee, activities – but don't see the link to the library. Concerned that linking the two would make both impossible to do well – we live in a world of limited resources. If I had to chose one or another, I would chose community center. We have library resources already. In a perfect world, it would be nice to have a library within walking distance, combined with community center, civic center, etc.
6. What kind of partnerships do you see happening with the library to enhance services in the community?
  1. Borders, Starbucks

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2. Carlmont and Belmont Public Library – community and after school programs for students. A cooperation between staff and teachers as well. Supporting curriculum.
3. Technical partnership with Oracle. Use by the employees – have a partnership with the community – technical center. New job skills, graphic environments and exploration.
4. Partner with Parks and Recreation Department – a logical partnership would help advance this process
5. Partner with the Building Department – get services into the community (review plans, permits, answer questions.)
6. Issue of seniors not addressed – critical – Seniors can benefit and contribute tremendously, and benefit from contribution. Senior community continues to grow and should be a key player in this.
7. Other
  1. Civic center implies government, community center implies activities ,jazzercise. An hybrid of both – a forum. Bringing people together and creating community.
  2. We need something here, at this site – an expansion of the virtual library, staffing, enhanced interlibrary loan, reference room for children and adults – is there an opportunity to put a second story on the building? Small collection for the seniors and foreign language readers in the community. Use the other site for whatever other reason. Bring services out to a more remote part of Redwood Shores. Could sacrifice park area to locate library here.
  3. Choice of library or community center. Agree. Maybe we should be focusing on community center which may or may not have a library component. Discussion of library as community center – should include this resource as a discussion. Maybe Sandpiper is the place for a library and the other site a community center.
  4. Always felt that community center / library is ideal. We don't have to be limited to one story building and open space. We should let our imaginations go – let's think about what can we do – be bold. Additional facilities for members of our community, in addition to a library – would be ideal.
  5. As a new resident – is this the community center? How is it used, or not? A library can fulfill a lot of needs – culturally, community gathering, without getting to exercise facilities.
  6. Parking here is not very large – and problematic. This room can only be used for large meetings in the evening and weekends (and competes with jazzercise). These rooms are very regularly used by the community. Facility used during the day by students – and there is a child care center on site. Problematic to think we can do much more at this space.

**Strategies, Architecture & Interiors**

7. Would like to see us consider something that is 3 to 5k s.f.
8. Comment on this space – not a true community center but a partnership with the school district. Many more activities that are not happening because we don't have the place or space. We have an opportunity to do both. Let's think big!
9. Labels that we are using – stereotypical and one dimensional. That site could be a very nice place to be...library, books, socializing, a little bit of food / beverage. Ambience.
10. Trying to squeeze more use out of this space – this school needs every s.f. it has and will need to expand in the future. Let's leave enough for the school to grow. We should stay away from this. If we can find another site on this site of Redwood Shores, that would be great. I would not like to see anything pushed to this space.
11. Very important to have a gathering place. Naturally, because it is a library – people would come there. Important to have activities and programs – a library as a part of that. Bold vision – and this is what we want 10 years from now.

**III. Walkabout Brainstorming**

- A. Four topic stations. About 7-10 minutes each.
1. How will having a library in Redwood Shores change the community in 10 years?
  2. Describe your experience as you visit the library 10 years from now.
  3. How can libraries and schools work together to strengthen education in the community?
  4. What is the most important thing a library can do for the community today, and why? In 10 years?

**IV. Question/ Answers/ Comments**

- A. No centralized – sense of place. The last opportunity that the City will have to create a synergistic thing. General vs. specific, etc., it would be good to have this process look at that at a more strategic level. Circumstances and opportunities, options. Part of this process specifically oriented to the larger picture.

B.

**V. Conclusion**

- A. Next Steps  
B. Action Items

**VI. Recapping the Evening**

- A. Plus  
B. Delta
1. Better setting the stage at the beginning – agenda derailed at the beginning because everyone had a different assumption. Inadequate setting of the stage.
  2. Presenting the issue – considering creating a community center, part of which may be a library – maybe the message that should be taken away very clearly.
  3. What do you want? That question has not been asked.
  4. Ask the question – what is working now?

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ANDERSON BRULÉ ARCHITECTS

**CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Community Forum #2**

MEETING DATE:	<b>November 16, 2002</b>	REGARDING:	<b>Meeting Minutes</b>
MEETING TIME:	10:30am – 12:30 pm	REPORT DATE:	11/19/02
LOCATION:	Sandpiper Community Center, 797 Redwood Shores Parkway	ABA PROJECT #:	02-0704-0
ATTENDEES:			
DISTRIBUTION LIST:	<i>Meeting reports distributed to Core Team</i>		

**ITEM DESCRIPTION**

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**I. Opening Comments/Introductions**

- A. Introduction of Participants
  - 1. Consultants
    - Pamela Anderson-Brulé, Principal
    - Sam McBane, Project Manager/Senior Facilitator
    - Brad Cox, Project Manager
    - John R. Gibbs, Wallace Roberts & Todd, Inc.

**II. Overview/Context**

- A. History
  - 1. Library Board Concern: RWS As Underserved Community
    - 1. Virtual Library At Sandpiper Community Center
  - 2. Community Surveys 2001
    - 1. Departmental Focus
  - 3. Council Priority Setting
  - 4. Council Approval To Prepare Application
- B. Funding Opportunities
  - Library Bond Act Of 2000
  - City Matching Funds
- C. Site Availability
  - City Owned, Undeveloped Site At Marine And Bridge Parkways

**III. Preliminary Needs Assessment**

Survey Responses

What do you consider to be the library's main functions?

Furthering education	90.29%
Recreation and Leisure Reading	80.58%
Community Gathering Places	48.54%

When looking for library materials or information, which do you depend on most often?

Using the library online via its Web page	46.60%
Going to the library to get help from staff	27.18%

Going to the library to look for materials  
or information on my own 67.96%

Please check the modes of transportation you would most likely use to get to the library:

- Car 72.82%
- Bicycle 33.01%
- Walking 58.25%

#### Summary

- Educational Support – Reaching Youth
- Coffee / Café – NO Coffee / Café
- Independent Learning – Advancing Learning for all members of the Community – Interactive Learning
- Children’s Programs
- Reading Level – Collections And Signage
- Partnerships With Clubs And Organizations
- Place Of Discovery
- Extended Living Room
- Community Gathering Place / Hub
- Not Just Books – Multiple Resources
- Student Projects – Group Study Rooms

The best location of a library in Redwood Shores would be: (comments)

- Marine Parkway and Bridge (23)
- Near Sandpiper Community Center (30)  
but most are concerned there is not enough space
- “Anywhere in Redwood Shores” (12)
- Near Nob Hill (7)

#### Potential Service Roles

- Community Activities Center
- Community Information Center
- Formal Education Support Center
- Independent Learning Center
- Popular Materials Center
- Preschoolers’ Door to Learning
- Reference Library
- The Research Center

#### Preliminary Service Priorities

- Formal Education Support
  - curriculum support, language and information literacy, instruction, homework help
- Current Topics and Titles
  - Popular reading and general information
- “Commons”
  - The Library as a community center – meetings, gathering place, programs, activities

#### Comments



- A. Are we developing the right roles and services priorities for this community?
1. Focus continues to be on the library – at all meetings attended. Focus at other meetings – on other community services – other things that may be offered by a Parks/Recreation Dept. Extension of City Hall as possibilities. Resent the fact that we continue to focus on the ‘library’ – the purpose being a grant application for funding from CA. We are rushing into making a bad decision on that piece of property – the last piece of land in Redwood Shores
  2. The only thing that is missing in Redwood Shores is a public library. The community needs a library – and therefore I am delighted that we are focusing on a library
  3. Most of the comments were regarding a library and community center – combination is basically what everyone is looking for...therefore if you are looking at site, and have an architect – look toward both at this stage of the game (combination library and community center)
  4. We have a community center, right here (SCC). We use the library, as a family, in another City. This community should have a library – this is an opportunity for us to get a library – our family (at least one of us) is there twice a week. RWC and San Carlos have beautiful libraries – we should have a nice little library here. Sit down, find some books, classics, books on tape – it would be wonderful.
  5. Library – should be right here (SCC). 103 responses on a survey – we need 1000 to make it meaningful. 23 liked the Marine and Bridge site. Small amount of support for that site. We have 12,000 people, and 5,000 voters. Pulse of the community – survey statistically.
  6. Live in Shores and have children at Sandpiper. Have been surveying people since our last meeting. Requests for junior and high school as well. Everyone wants a library – but more. Meeting rooms, yoga facilities. This community center is packed. First choice – library. Ultimate choice – library plus community center, etc.
  7. We are trying hard, but not getting a response. Many people cannot attend or participate, but are sharing. Their comments seem to be aligned with the service priorities.
  8. What does this weed out?
  9. Is this funding application inexplicably linked to the particular site in question?
  10. Are you proposing it on that site based upon this non-statistical survey
  11. How exhaustively has someone ascertained whether some of these library services could be here?
  12. How many parents want their children to bike beyond SPS/CC?
  13. Marine and Bridge is a city-owned site, zoned for public use only.
    - Council Priority
    - Site Available
    - Grant application requires a site
  14. 64% of RWS voted for the Library Bond Act of 2000
  15. March 28, 2002 Deadline associated with Bond Application
    - Library Needs Assessment
    - Aligning Services to Needs
    - Library Building Program
    - Site
    - Project Cost Estimate

**Strategies, Architecture & Interiors**

- Operational Funding as well
- 16. Can apply later – January 2004, but available dollars are diminishing
- 17. To make grant date, propose a library at a site
- 18. There is city property west of the apartment complex at the end of X parkway, as well as parks owned by the City. What would prevent you from building a library on a park?
  - Staff identified that as an available site (undeveloped, city owned site – no current use)
  - History with child care study – resistance to adding other uses to park space / agree that that is a potential
  - What would be the other potential sites? Private land is not being considered
- 19. Potential use: I believe the features and uses proposed are the ones that are necessary for the community. Education, not research. This list of service priorities feels very right to me. The roles seem to be the right ones as well.
- 20. With regard to objections of use of that site – it seems to be just because, not because a better use is being proposed.
- 21. What is status of project if grant is not awarded?
  - The grant application is a 2/3 match by CA.
  - If not awarded, other funding would have to be determined. Currently, the City does not have another means to fund it solely.
- 22. Really want a library in Redwood Shores, but also want a junior high/high school. Can someone answer the question – if we choose to use this money for a library, is there no public
- 23. The school district would lead, above. The City does not site or build the schools – they may be able to partner with the district
- 24. Area H – privately owned
- 25. Indian creek parcel is part of Area H / same jurisdictional issues

#### **IV. Site Analysis**

#### **V. Architectural and Landscape Context**

- A. The community must be involved in the architecture – you will see the water – the base will be at 5' above grade
- B. Use the rectangular zone rather than the triangular zone
- C. Use part of the land adjacent to the slough as an interpretative center – explain hydraulics, etc. Storm water retention basin, educational opportunities
- D. The parking in the community is a major issue. When they built the CC here, prime concern. Now we are working with a site that is much smaller, with a density of use that is the same as here...will we go up, etc.?
- E. Are there current height restrictions? This site – up to 100 feet. Public facility zone – must use the most restrictive of the requirements regarding adjacent properties except for height.
- F. Has it been determined who owns the parcel that contains the levy and water? City?
- G. Share concern about parking – go up if aesthetically pleasing – ensure available parking
- H. Also consider bicycles, scooters, etc. May also need to consider lockers, etc., rather than having them 'hailed' into the library alternative transportation(s)
- I. Given the last piece of city-owned land, there have been a lot of questions today about the correct use of that site. Is there current thinking by Council about how that site should be used? It seems that we are jumping to a conclusion when we have not determined the best

#### **Strategies, Architecture & Interiors**

use of that site? Should we be talking about a different site? My request as a resident would be to determine the best use of the site –and if it is a library, that is great.

- J. We are looking at this site as a potential. Wise to look at constraints and needs. Give us an idea of what your site requirements would be, volume, space and what is potentially accomplished there. Other site mentioned – would that work better? Could it work on a park site? Yes or No? Not a useless conversation and one that should occur. Useful purpose in discussing this in relation to this site.
- K. As a social science researcher, inherent bias in the survey because jointly done with Library. Good data, but may or may not be data that we should rely upon. Most concern is limited land, although I am a library supporter, we should get the most bang for the buck. Determine the best use for that site.
- L. Other than survey, and community forum, what are the other ways that we are gathering information?
  - 1. Focus Groups
  - 2. Community Advisory Committee
    - 1. ensuring process is working
- M. How we reach more people is very important to us...
- N. Perhaps another way is to hand it out at the classrooms – Nob Hill, etc.
- O. What happens after the Forum on the 4th?
- P. Was high school land set aside, but the Belmont School District sold it and why we have tennis courts and a soccer field today. Tell your friends and neighbors that they really need to be involved.

#### **VI. Comments/Feedback**

- A. Plus
- B. Delta

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## City of Redwood City Library Needs Assessment, Programming, and Conceptual Design

### *Community Forum*

December 4, 2002

Anderson Brulé Architects, Inc.

WRT



City of Redwood City / Redwood City Public Library

## *Introductions / Agenda Review*

- Opening Comments / Introductions
- Overview / Context
- Site Analysis and Existing Character Review
- Library Service Priorities and Preliminary Library Program
- Vision and Character Development
- Site Studies
- Conclusion

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### *Site Analysis Review*

## *Region*

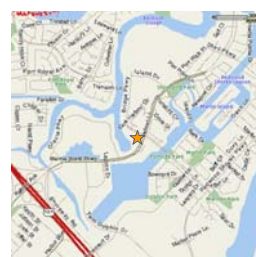
- Highway 101
- Disjointed from City
- Neighboring Communities
- The SF Bay and Belmont Slough



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### *Site Analysis Review*

## *Vicinity*

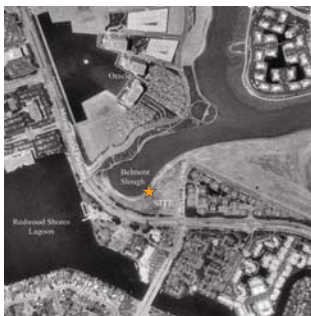


- ★ Site
- 101 Freeway
- Cal Train Shuttle (M-F)
- Sandpiper School and Community Center
- The Marketplace (Nob Hill)
- 2 Access Points off 101
- Residential
- Commercial
- Parks

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### *Site Analysis Review*

## *Proposed Site*



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### *Site Analysis Review*

## *Site Views*

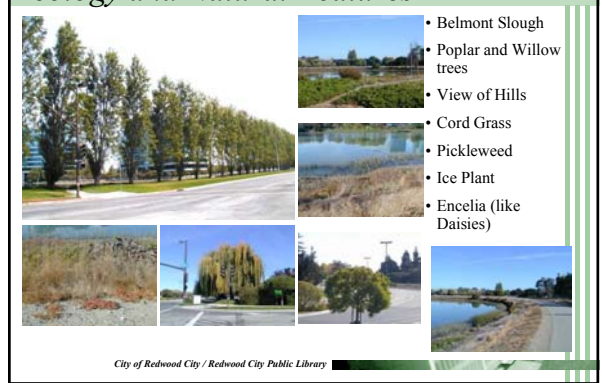


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## Site Analysis



## Ecology and Natural Features



## Access Points



## The Path



## Environmental / Noise



## Site Opportunities and Challenges

### Opportunities

- Integrate Library With Outdoor Pathways
- Provide a Connection to Belmont Slough Activities
- Provide Community Meeting Spaces - Indoor and Outdoor
- Exercise Par Course
- Existing Median Divides
- Water and Habitat
- Gateway to The Community
- Public Transportation
- BCDC Goals
- Views at Levee

## Site Opportunities and Challenges

### Challenges

- Accommodate Enough Parking Spaces for All User Groups
- Provide Convenient Access From Parking to Both Library and Belmont Slough
- Explore Public Transportation Access
- Community Access to Site
- Community Access to Waterway
- 5' Tall Levee
- Mean High Water Line, 55' and 100'
- BCDC Goals
- Site Configuration

## RCPL Mission Statement



The Redwood City Public Library is the **learning center** of our community and the place people turn to for the **discovery of ideas**, the joy of reading and the power of information. **Community needs** drive our services and we take a personal interest in ensuring that they are delivered in a welcoming, convenient and responsive manner.

## Library Service Priorities

- Formal Education Support
  - curriculum support, language and information literacy, instruction, homework help
- Current Topics and Titles
  - Popular reading and general information
- “Commons”
  - The Library as a community center – meetings, gathering place, programs, activities

## Space Needs to Support Service Priorities

- Collections
  - Educational Support, Lifelong Learning and ‘Popular’ Materials
- Storytelling
  - Dedicated Area
- Reader Seats
  - Tables, Group Study Rooms, Lounge (Soft) Seating
- Technology Stations
  - Computers, Printers, Online Catalogs
- Staff Workspace and Public Service Points
  - Information and Reference
- Special Use
  - Unique to Redwood Shores – ‘An Interpretive Center?’
- Community Space
  - Meeting and Program Rooms
  - Café, Bookstore

## Preliminary Space Needs Assessment



## Preliminary Space Needs Assessment





## Next Steps

- Library Plan of Service
  - Designing Services and Operations
- Building Program
  - Detailed Description of space and technical requirements
- Conceptual Design
  - How the Plan of Service and Program are Realized on the Site

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## Design Drivers: Building Edge Activities

- Entry Statement to The Public
- Pick up and Drop-off of Users
- Bicycle, Motorcycle, and Accessible Parking at Entrance
- Electric Car Charging Station
- Separate Service/ Staff Entry
- Pedestrian/ Vehicular Circulation Cross Points
- Driver's Accessible Book Return
- Public Access to Path and Water
- Entry Accessible and Inviting to Multiple Users

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## Design Drivers: Site and Landscape

- Pedestrian and Vehicular Site Access/Circulation
- Exciting Indoor/Outdoor Spatial Links
- Programmed Exterior Spaces
- Benefit from Existing Site Features
- Interface Between Building and Trails
- View to Water
- South Orientation
- Follow LEED Guidelines
- Responsive to BCDC Requirements

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## Vision and Character: Landscape

context



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## Vision and Character: Landscape

community space



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## Vision and Character: Landscape

parking and circulation



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## Vision and Character: Landscape

parking and circulation



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## Community Feedback: Landscape

- Contemporary community – reflect a contemporary project that is mixed with landscaping that is characteristic of that particular site
- Hard to know how to mix these two until you have a concept for the site / natural or artificial. If the building does connect the bay edge with the community edge, you may have both – transition from natural landscape to RWS community
- Low maintenance landscaping, as opposed to well manicured high maintenance (recycled water)

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## Community Feedback: Landscape

- If too modern, then cold. Inviting and warm. Next door are residential condominium complexes – they should be contextual
- Landscaping at the Getty – great aspiration...
- Whatever we do, the landscape has to form itself around and be integrated with the architecture
- Encourage us to be sensitive and aware of the community in RWS – especially the demographics. Certain cultures may not react favorably – for example to mounds. They may not be present here, and they may not ever use the facility...

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- Plaza setting in So Cal – talked about the family concept – a place that is enjoyable for all ages to sit, get up, etc. Outside area that is also welcoming and encourages people to be there and be comfortable
- Simple is better – more inviting, cozier, warmer, fits everything
- Anything is an improvement over a vacant lot...30 years of vacant lot...

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## Vision and Character: Commercial



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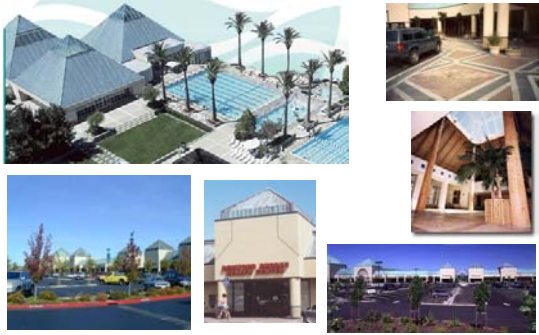
## Vision and Character: Residential



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## Vision and Character: Retail



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## Vision and Character: Marine



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## Community Feedback: Buildings

- A little difficult without understanding where on the site, but use of color is a good way to mix. Medium tone vs. Oracle at bright – type of glass is very important. Open feeling, but not so open or an Oracle feel...
- As a landscape architect – would encourage us to (familiar with Embarcadero East – there are buildings just past the Chinese Restaurant – marine...esque. We've incorporated verdigris roofs...ornamental glasses. Caution with respect – not to be too far out there – not dated. Timeless. Wood, stained that would replicate the housing that is being transitioned to...the water side could be very modern, glass doors over water...mirror Oracle's more modern approach

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- Southern orientation – let's not cook the books or people, or have to close the drapes. It is important to be able to sit in a comfy chair, and look out a window with a view
- Have a building that is outward looking as much as possible, and not too functionally constrained that it is inward looking...some of the photos – this community would like to have an icon to have the RWS image

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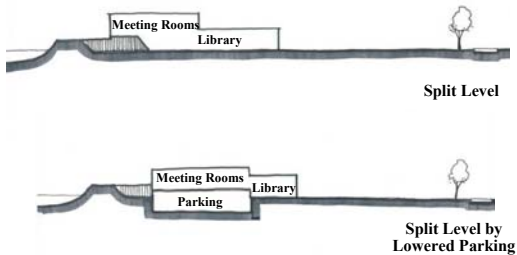
- Burlingame library as one of favorites – cozy chairs, own little nooks – rather than one large room (Foster City). Random thoughts – like the idea of southern glass – see modern facing out
- Timeless / architecture should be character of no cal, not so cal transplant. Challenge – western edge as commercial and other as residential – to transition those two uses – we haven't done that well in other parts of RWS – an opportunity to transition and more smoothly...this library should last, be easy to maintain, this is our library

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- Not just another building like SOM Electronic Arts...just a box / need something unique and special to this community

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## Section Schemes



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## Site Study: Pathway Scheme



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## Site Study: Gateway Scheme



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## Community Feedback: Pathway Scheme

- As looking for parking, if not available you must leave the site and loop back (but easier to leave / egress)
- Important to have the community area elevated – you cannot relate to the water unless you do that. In both schemes, the connection to the community edge is very weak. It would be good if the parking lot were parted – much more pedestrian connection between community and that intersection / the community.



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## Community Feedback: Pathway Scheme

- Some part of the building could be closer (up to 40') for special things...
- Third access is not necessary



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## Community Feedback: Gateway Scheme

- Circulation on site (loop for parking) but more difficult to exit site (right turn only onto marine)
- Service of library building oriented toward Marine – must work to screen and putting it right in the way of what you would like to highlight...service shouldn't be so deep into the sight which requires screening, landscaping, etc. Welcome into the building closer to marine parkway.
- On both plans, the useful space is too small. Parking issues – parking / creative / agreements. We should consider a larger building.



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### Community Feedback: Gateway Scheme

- A second story would enhance both schemes – and solve some of the issues regarding views to levee
- Parking on street side feels crowded and not certain we would want a building up to the edge, either
- Like idea of visibility from street – see it on the corner. Use the first scheme setup re: building location and second scheme setup re: parking
- Emphasize corner aspect to building...



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### Community Feedback: Gateway Scheme

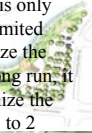
- San Carlos library as example – amazing combination of stuff up there – we could do a second story other than library services on the second floor.
  - They have acoustical issues
- Shame that what ends up with a view is the meeting rooms, when everyone is asking for a nice place to read, near the window, with a view...
- Operational costs associated with raising the elevation of the library...



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### Community Feedback: Gateway Scheme

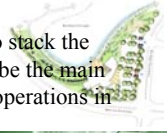
- Not mutually exclusive – meeting, study, reading lounges, etc., could enjoy view
- Agree re: not wanting service area facing parkway – not the image I'd like to see first. Other thing – with the parking and trees – are you going to see the library from the street?
- Helpful to be able to see these concepts in a model / 3D. Preference is gateway, but would like building as more of a fluid curving element.
- Like comment about 2<sup>nd</sup> story – into the future, there is only one chance to build two stories in reality – we have limited land. Thinking in terms of 2 stories – we can maximize the uses of the library for a variety of purposes – in the long run, it may increase costs but should be considered – maximize the use of the space over time. If community not adverse to 2 stories – a good long term investment



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### Community Feedback: Gateway Scheme

- Difference between Oracle and Housing / tall to short / this site could transition / gradual descent. Could be an in between scale.
- If lower than Peninsula Landing, it would seem small. If library taller – it would be better.
- Other issue – the building feels very hidden in both schemes. Can't see the building from that corner. A bigger building – you could see.
- If we went to 2 story – is it possible to stack the parking two stories? Top floor could be the main floor – possibilities to screen service operations in parking lot area and not in front



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- Southern orientation – Leed, but view is to west. Difficult issue. Different scheme than these – but the building could be oriented east west and have less of the building oriented to the slough frontage – but would bring building closer to street and create relationships
- Part of site along marine parkway – that could have jurisdictional limitations...

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- Is parking below grade out of the question? We have not gone through an engineering analysis, but the geotechnical engineer preliminarily states that high water table and soils conditions might create tendency for soils to heave. Anything can be engineered – but we should look at balance of cost to benefit for investments

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## Conclusion

- Identify Action Items
- Feedback
  - Very concerned that this has not hit the Sandpiper parent radar screen...
  - It was emailed through the email tree and the flyer went home with every child
  - Create deadline for survey and advertise
  - Great!
- Next Steps
  - Steps to Bond Application
    - Library Plan of Service, Building Program
    - Site Information and Plan
    - Conceptual Design (Floor Plans, Sections and Elevations)
- Next Meeting
  - February 12, 2003 7:00 to 9:00 p.m. at Sandpiper

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## Library Process Outline

- Community Meeting 1: October 24 & November 2, 2002
  - Library Program Discussion
- Community Meeting 2: November 16, 2002
  - Building Location and Site Plan
- Community Meeting 3: December 4, 2002
  - Site Fit Options - Design Presentation
- Community Meeting 4: February 12, 2003
  - Conceptual Design Presentation

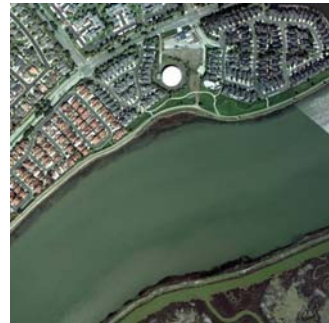
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## Mariner Park



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## Fire Station No. 20 and Water Tank



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## West End of Area H



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## Sandpiper School Site



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ANDERSON BRULÉ ARCHITECTS

**THE CITY OF REDWOOD CITY BRANCH LIBRARY IN REDWOOD SHORES**  
**LIBRARY NEEDS ASSESSMENT**  
**Community Forum #4**

MEETING DATE: **February 12, 2003**  
MEETING TIME: 7:00 pm  
LOCATION: Sandpiper Community Center

REGARDING: **Meeting Minutes**  
REPORT DATE: February 13, 2003  
ABA PROJECT #: 02-0704-0

**ITEM DESCRIPTION**

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**I. Opening Comments / Introductions**

**II. Brief Overview / Context**

A. RCPL Mission Statement

1. The Redwood City Public Library is the learning center of our community and the place people turn to for the discovery of ideas, the joy of reading and the power of information. Community needs drive our services and we take a personal interest in ensuring that they are delivered in a welcoming, convenient and responsive manner.

B. Community Process

1. From July 2002 through March 2003
  - a) 9 Focus Group Meetings
  - b) 5 Community Advisory Committee Meetings
  - c) 4 Community Forums
  - d) 4 Library Staff Meetings
  - e) 2 City Staff Meetings
  - f) 162 Survey Responses
  - g) 11 Core Team Meetings
  - h) 3 BCDC Meetings

**III. Library Program Summary**

A. Library Service Priorities

1. Formal Education Support
  - a) curriculum support, language and information literacy, instruction, homework help
2. Current Topics and Titles
  - a) Popular reading and general information
3. "Commons"

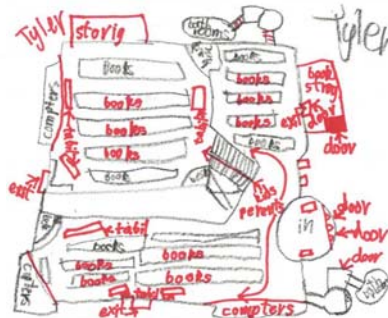
- a) The Library as a community center – meetings, gathering place, programs, activities
- B. Space Needs to Support Service Priorities
  - 1. Collections
    - a) Educational Support, Lifelong Learning and ‘Popular’ Materials
  - 2. Storytelling
    - a) Dedicated Area
  - 3. Reader Seats
    - a) Tables, Group Study Rooms, Lounge (Soft) Seating
  - 4. Technology Stations
    - a) Computers, Printers, Online Catalogs
  - 5. Staff Workspace and Public Service Points
    - a) Information and Reference
  - 6. Special Use
    - a) Unique to Redwood Shores – ‘An Interpretive Center?’
  - 7. Community Space
    - a) Meeting and Program Rooms
    - b) Café, Bookstore
- C. Preliminary Space Needs Assessment
  - 1. Approximately 22,500 sf
    - a) Community Spaces – 34%
    - b) Collections – 23%
    - c) Staff Workstations – 15%
    - d) Technology – 14%
    - e) Reader Seats – 7%
    - f) Story Telling – 4%
    - g) Special Use – 3%
  - 2. Adult Collections
  - 3. Young Adult Collections
  - 4. Teen Room
  - 5. Children’s Collections
  - 6. Story Time Room
  - 7. 2 Quiet Study Room
  - 8. Café and Seating
  - 9. 2 Meeting Spaces (12)
  - 10. 2 Meeting Spaces (25)
  - 11. 1 Meeting Space (100)
  - 12. Technology Lab
  - 13. Reference
  - 14. New Books
  - 15. Media
  - 16. Friends of the Library

17. Interpretive Center
18. Community Information
19. Lobby
20. Staff Spaces
21. Building Support Spaces

#### **IV. Conceptual Design Development**

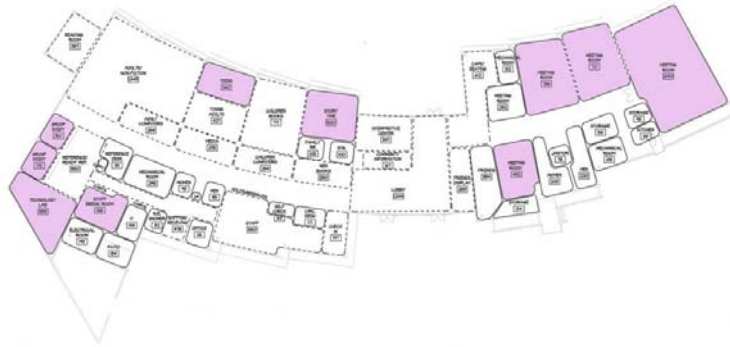
- A. Design Drivers: Building Edge Activities
  1. Entry Statement to The Public
  2. Pick-up and Drop-off of Users
  3. Bicycle, Motorcycle, and Accessible Parking at Entrance
  4. Electric Car Charging Station
  5. Separate Service/ Staff Entry
  6. Pedestrian/ Vehicular Circulation Cross Points
  7. Driver's Accessible Book Return
  8. Public Access to Path and Water
  9. Entry Accessible and Inviting to Multiple Users
- B. Design Drivers: Site and Landscape
  1. Pedestrian and Vehicular Site Access/Circulation
  2. Exciting Indoor/Outdoor Spatial Links
  3. Programmed Exterior Spaces
  4. Benefit from Existing Site Features
  5. Interface Between Building and Trails
  6. View to Water
  7. South Orientation
  8. Follow LEED Guidelines
  9. Responsive to BCDC Requirements
- C. Site Study: Pathway Scheme
  1. Parking – must have the ability to loop back and stay on the site.
  2. Elevating the Building close to the height of the path is important.
  3. Like the presentation of the building to the corner / intersection.
  4. Concerned about services seen from Marine Parkway.
  5. Building should be larger.
- D. Site Study: Gateway Scheme
  1. Parking – looped parking works.
  2. Likes the exterior space at the water side.
  3. Building does not relate well to the intersection.
  4. Concerned about services seen from Marine Parkway.
  5. Make sure the library has views too.
  6. Would like to see 3D concepts.
  7. Suggest stretching building from corner to Belmont Slough.
- E. Conceptual Design – Floor Plan
  1. Children's Drawings



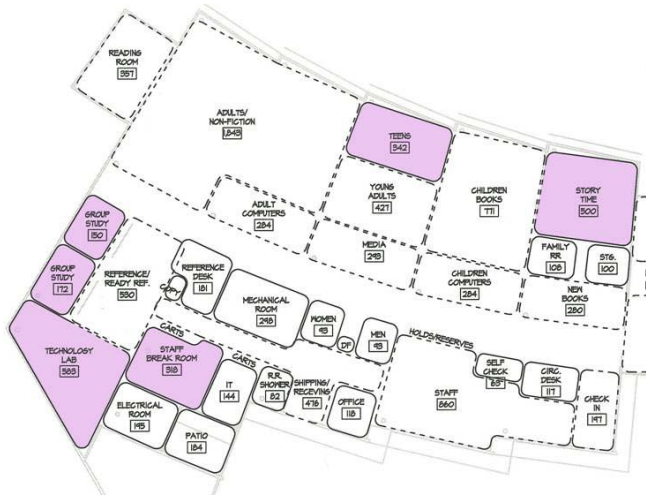


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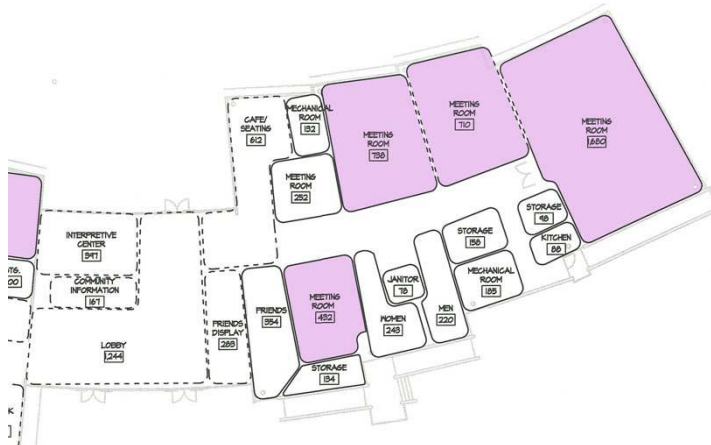




1. South:



2. North

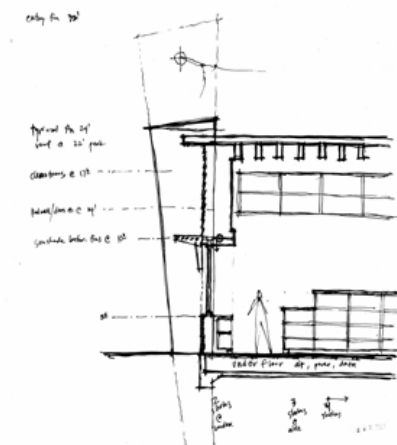
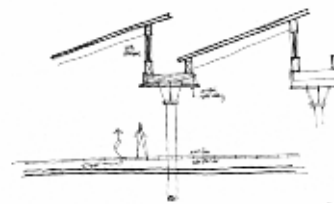
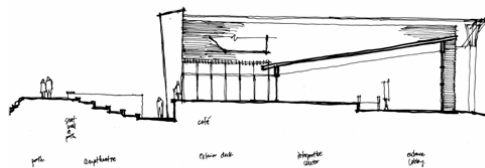


I. Roof Plan



## J. Design Conception

### 1. Site Section Concept Sketch

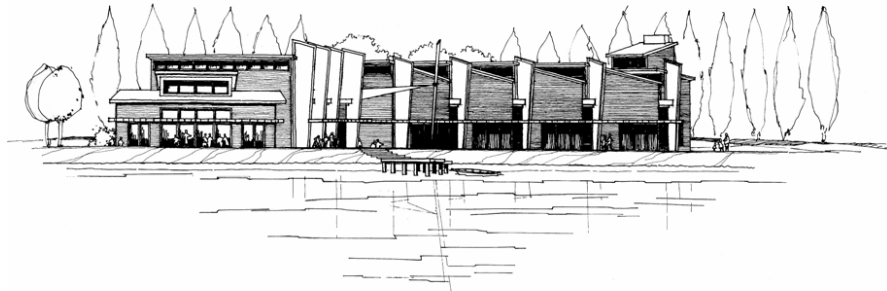


## K. Architecture

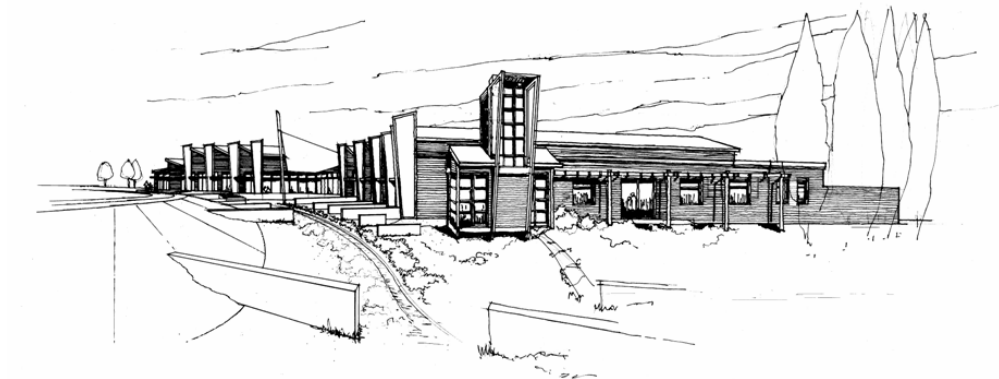
### 1. View Looking West at Main Entry



2. View Looking South from Oracle



3. View Looking South from Marine Parkway



## V. Discussion and Summary

### A. Comments

1. How large are the rooms compared to Sandpiper?

2. Terms of the number of volumes in the library
  - a) 30,000 'books' and 6,000 +/- 'media'
3. Distance from lights to where driveway will be located on Marine?
4. The site was originally gifted to the city as a Park
  - a) Zoned as Public Facility – could have been park, or even fire station.  
Council approved pursuing Library Bond Act funds and GID
5. Why aren't we spending the money on our police, schools, etc.
6. When will it open?
7. In observation – it seems from the pictures that the face (parking lot) is stark, and water view is attractive...Larry gets the good view and we don't?
8. As CAC member – we were trying to be sensitive to how the project looks...especially to the neighboring properties. That side of the building should blend with the neighboring community.
9. How close are the models?
  - a) Physical model not a grant app requirement
  - b) May prepare physical models in next phase of design
10. Wanted to share...years ago, Foster City was designing their library – and someone asked, what about the space and activities we haven't thought of? They finally decided to build a second floor of the library...and by the time they opened they filled it. Encourage you to find a way to incorporate future space.
11. Appreciate the effort, etc., Did not hear anything in the description that part of the design would include elements to minimize the impact to the adjacent sites
12. Parking up to the street – Bridge Parkway. Setbacks, parking and landscaping. Mitigating the effect of those things to the neighbors
13. Lighting – effect
14. How many parking spaces (125)
15. At early meeting – asked about opportunities for parking – share some of that discussion...
  - a) High water table makes below grade parking potentially cost-prohibitive
  - b) Minimal below grade parking affects building elevation and accessibility of both people and materials (ramps, elevators, etc.)
  - c) Differentiated grade parking (elevate building minimally) is achievable – and allow accessible parking to be at same grade as entrance
16. Soil here is very 'clay' – bio-swale may not work well because of that...
17. Mentioned LEED and sustainable design – that is a great thing. Did City give you direction?
  - a) City did not give direction to be certified
  - b) Buildings can be designed to meet LEED requirements, but not apply for certification
  - c) This building is designed for consideration

**Strategies, Architecture & Interiors**

- d) Point to City is that if you are doing this – and trying to do the right thing, that is a good thing. Don't do things just to make the points – that are not necessarily good.
- 18. Liked the architecture so far in style...something more than a box. Would like to echo earlier comments on Foster City library. Surprised that it is not a two story.
  - a) Bond Act Regulations require providing reasonable response to demonstrated need within the community – to address demographic and community characteristics. Cannot reasonably justify other uses.
- 19. Comment about 'adding a second story' – may require additional staff, can cause issues with getting staff, materials, people to the second story.
- 20. As branch within the story.
- 21. Would like to reinforce that it is also a community center. We appreciate that there is a fixed community size, but we are all aging. We are anticipating uses that are not necessarily considered yet. I feel the roof design, in particular, is limiting the feasibility of future expansion (second story).
- 22. Comment for City of Redwood City – we have some residents in this community that use the bus - realize that the design encompasses a bus stop. Right now the system does not support RWS residents. Please work with the Transit Authority to ensure that everyone can access this library from public transit.
- 23. How many people visit on an average day?
  - a) Will follow up with projections based upon current usage patterns of residents
- 24. Second story – for future use as child care. Have you looked at 2000 Census Data?
- 25. Bond Act Application 2/3
- 26. If daily use has not been studied, how would the City know how many parking spaces to include and what the traffic impact might be?
  - a) 600 people visit Schaberg a day...
- 27. Is this Community Center so heavily used that we need another?
  - a) Our understanding, both anecdotally and through scheduling data is that this space is fully utilized and is in a shared use situation with the school.
- 28. What has the city done to explore vacant commercial buildings that we have surrounding us?
  - a) Looked at vacant property early in the process
  - b) Issues with mixing public with private
  - c) Draw distinction between discussion of square feet and justification of program, and how you put that number of square feet on the site. There is a reasonable concern that the footprint of the whole project is comfortable within the site (parking and building footprint). Speaks to having less 'something' on the ground. Little less footprint and parking spaces...The

**Strategies, Architecture & Interiors**

issue of whether it might need to be bigger in the future – speaks to expandability. Doesn't look like an easily expandable building. One would want to potentially expand laterally.

**VI. Library Process Outline**

- A. Architectural Review Committee
  - 1. February 25, 2003 at 6:30 am
- B. Planning Commission
  - 1. March 4, 2003 at 7:30 pm
- C. BCDC Design Presentation
  - 1. March 10, 2003 at 6:30 pm
- D. City Council
  - 1. March 10, 2003 at 7:00 pm
- E. Bond Application Deadline
  - 1. March 28, 2003

**VII. Conclusion**

*The above minutes reflect ABA's understanding of issues and assignments discussed at the meeting. Unless ABA is notified in writing of any discrepancies, the minutes will be considered an accurate record of the issues and assignments. Minutes produced from this meeting will be distributed for review and comment. If no written comments are received, the minutes will stand as the record of the conversations and directions given at the meeting.*

# Survey Responses

Survey: 9 City of Redwood City

Total Respondents: 161

Select the library you currently use:

1 Redwood City Public Library	75	46.58%
2 San Carlos Library	68	42.24%
3 Belmont Library	43	26.71%
4 Foster City Library	34	21.12%
5 Geller Library at the College of Notre Dame de Namur	5	3.11%
6 College of San Mateo Library	3	1.86%
7 None	17	10.56%
8 Other Library(ies), please list:	30	18.63%
Nondisclosed	N/A	N/A
Base Line	275	

What do you consider to be the library's main functions? (You may select more than one)

1 Furthering education	141	87.58%
2 Recreation and leisure reading, etc.	126	78.26%
3 A place for problem solving	47	29.19%
4 Historical / archival uses	53	32.92%
5 Community gathering places	75	46.58%
Nondisclosed	N/A	N/A
Base Line	442	

Please check the days you are most likely to use the library (you may check more than one):

1 Monday - Thursday	104	64.60%
2 Friday	51	31.68%
3 Saturday	99	61.49%
4 Sunday	84	52.17%
Nondisclosed	N/A	N/A
Base Line	338	

Please check the times you are most likely to use the library (you may check more than one):

1 7:00 am to 9:00 am	9	5.59%
2 9:00 am - 12 noon	61	37.89%
3 12 noon to 4:00 pm	85	52.80%
4 4:00 pm to 9:00 pm	90	55.90%
5 after 9:00 pm	13	8.07%

Nondisclosed	N/A	N/A
Base Line	258	

Please check the modes of transportation you would most likely use to get to the library:

1 Car	115	71.43%
2 Bus	8	4.97%
3 Bicycle	55	34.16%
4 Walking	87	54.04%
5 Other	3	1.86%
Nondisclosed	N/A	N/A
Base Line	268	

When looking for library materials or information, which do you depend on most often:

1 Using the library online via it's Web page	75	46.58%
2 Calling the library for materials or information	9	5.59%
3 Going to the library to get help from staff	48	29.81%
4 Going to the library to look for materials or information on my own	105	65.22%
Nondisclosed	N/A	N/A
Base Line	237	

Are you a resident of Redwood Shores?

1 Yes	142	88.20%
2 No	17	10.56%
Nondisclosed	2	1.24%
Base Line	159	

Do you or any of your children attend school in the Belmont-Redwood Shores Unified School District?

1 Yes	56	34.78%
2 No	101	62.73%
Nondisclosed	4	2.48%
Base Line	157	

Do you work in Redwood Shores?

1 Yes	24	14.91%
2 No	133	82.61%
Nondisclosed	4	2.48%
Base Line	157	



Your gender?

1	Male	54	33.54%
2	Female	102	63.35%
	Nondisclosed	5	3.11%
	Base Line	156	

---

Please select your age category:

2	19 to 30	10	6.21%
3	31 to 64	135	83.85%
4	65 and over	12	7.45%
	Nondisclosed	4	2.48%
	Base Line	157	

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Do you have access to a computer at home?

1	Yes	150	93.17%
2	No	5	3.11%
	Nondisclosed	6	3.73%
	Base Line	155	

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Do you have internet access at home or at work?

1	Yes	154	95.65%
2	No	1	0.62%
	Nondisclosed	6	3.73%
	Base Line	155	

---

# Survey Responses

Survey: 9 City of Redwood City

Total Respondents:

161

---

Please rate the importance of these services for Redwood Shores:

1 Books and Magazines for Adults

Very  	95	59.01%
  2	23	14.29%
  3	15	9.32%
  4	9	5.59%
Not  	16	9.94%
Nondisclosed	3	1.86%
Base Line	158	

2 Teen Books and Magazines

Very  	69	42.86%
  2	30	18.63%
  3	24	14.91%
  4	12	7.45%
Not  	13	8.07%
Nondisclosed	13	8.07%
Base Line	148	

3 Children's Books and Magazines

Very  	105	65.22%
  2	24	14.91%
  3	11	6.83%
  4	5	3.11%
Not  	9	5.59%

	Nondisclosed	7	4.35%
	Base Line	154	
4 Professional Trade Journals			
	Very  	37	22.98%
	  2	27	16.77%
	  3	36	22.36%
	  4	17	10.56%
	Not  	30	18.63%
	Nondisclosed	14	8.70%
	Base Line	147	
5 Research Journals			
	Very  	37	22.98%
	  2	28	17.39%
	  3	35	21.74%
	  4	19	11.80%
	Not  	28	17.39%
	Nondisclosed	14	8.70%
	Base Line	147	
6 Newspapers			
	Very  	46	28.57%
	  2	27	16.77%
	  3	44	27.33%
	  4	8	4.97%
	Not  	24	14.91%

	Nondisclosed	12	7.45%
	Base Line	149	
7 Adult Programs			
	Very  	43	26.71%
	  2	26	16.15%
	  3	39	24.22%
	  4	15	9.32%
	Not  	21	13.04%
	Nondisclosed	17	10.56%
	Base Line	144	
8 Teen Programs			
	Very  	61	37.89%
	  2	34	21.12%
	  3	25	15.53%
	  4	11	6.83%
	Not  	13	8.07%
	Nondisclosed	17	10.56%
	Base Line	144	
9 Children's Programs			
	Very  	103	63.98%
	  2	30	18.63%
	  3	9	5.59%
	  4	3	1.86%
	Not  	8	4.97%

	Nondisclosed	8	4.97%
	Base Line	153	
10 Library Website			
	Very  	73	45.34%
	  2	28	17.39%
	  3	23	14.29%
	  4	11	6.83%
	Not  	12	7.45%
	Nondisclosed	14	8.70%
	Base Line	147	
11 Internet Access			
	Very  	80	49.69%
	  2	20	12.42%
	  3	20	12.42%
	  4	13	8.07%
	Not  	19	11.80%
	Nondisclosed	9	5.59%
	Base Line	152	
12 Computers with Word Processing			
	Very  	42	26.09%
	  2	25	15.53%
	  3	33	20.50%
	  4	17	10.56%
	Not  	28	17.39%

	Nondisclosed	16	9.94%
	Base Line	145	
13 Access to Online Databases			
	Very  	67	41.61%
	  2	39	24.22%
	  3	19	11.80%
	  4	6	3.73%
	Not  	20	12.42%
	Nondisclosed	10	6.21%
	Base Line	151	
14 Adult Suggested Reading Lists			
	Very  	41	25.47%
	  2	34	21.12%
	  3	38	23.60%
	  4	12	7.45%
	Not  	20	12.42%
	Nondisclosed	16	9.94%
	Base Line	145	
15 Teen Suggested Reading Lists			
	Very  	50	31.06%
	  2	40	24.84%
	  3	27	16.77%
	  4	10	6.21%
	Not  	15	9.32%

	Nondisclosed	19	11.80%
	Base Line	142	
16 Children's Suggested Reading Lists			
	Very  	72	44.72%
	  2	44	27.33%
	  3	13	8.07%
	  4	4	2.48%
	Not  	10	6.21%
	Nondisclosed	18	11.18%
	Base Line	143	
17 Reference Assistance			
	Very  	64	39.75%
	  2	45	27.95%
	  3	24	14.91%
	  4	2	1.24%
	Not  	14	8.70%
	Nondisclosed	12	7.45%
	Base Line	149	
18 Self-service Reference Books			
	Very  	67	41.61%
	  2	39	24.22%
	  3	19	11.80%
	  4	8	4.97%
	Not  	12	7.45%

	Nondisclosed	16	9.94%
	Base Line	145	
19 Reserve Books			
	Very  	62	38.51%
	  2	41	25.47%
	  3	19	11.80%
	  4	10	6.21%
	Not  	13	8.07%
	Nondisclosed	16	9.94%
	Base Line	145	
20 Reserve Equipment (e.g. cassette recorders, CD players)			
	Very  	24	14.91%
	  2	26	16.15%
	  3	33	20.50%
	  4	22	13.66%
	Not  	39	24.22%
	Nondisclosed	17	10.56%
	Base Line	144	
21 Adult Media (Videos, Audio Books and DVDs)			
	Very  	52	32.30%
	  2	35	21.74%
	  3	32	19.88%
	  4	10	6.21%
	Not  	20	12.42%



Nondisclosed	12	7.45%
Base Line	149	
22 Teen Media (Videos, Audio Books and DVDs)		
Very  	42	26.09%
  2	38	23.60%
  3	36	22.36%
  4	9	5.59%
Not  	19	11.80%
Nondisclosed	17	10.56%
Base Line	144	
23 Children's Media (Videos, Audio Books and DVDs)		
Very  	73	45.34%
  2	31	19.25%
  3	25	15.53%
  4	3	1.86%
Not  	15	9.32%
Nondisclosed	14	8.70%
Base Line	147	
24 Technology and Internet Training		
Very  	34	21.12%
  2	30	18.63%
  3	36	22.36%
  4	20	12.42%
Not  	24	14.91%

	Nondisclosed	17	10.56%
	Base Line	144	
25 Student Tutoring and Homework Help			
	Very  	55	34.16%
	  2	38	23.60%
	  3	26	16.15%
	  4	10	6.21%
	Not  	16	9.94%
	Nondisclosed	16	9.94%
	Base Line	145	
26 Adult Literacy Programs			
	Very  	23	14.29%
	  2	24	14.91%
	  3	41	25.47%
	  4	17	10.56%
	Not  	36	22.36%
	Nondisclosed	20	12.42%
	Base Line	141	
27 International Language Collections - Chinese			
	Very  	19	11.80%
	  2	19	11.80%
	  3	30	18.63%
	  4	19	11.80%
	Not  	52	32.30%

	Nondisclosed	22	13.66%
	Base Line	139	
28 International Language Collections - Spanish			
	Very  	10	6.21%
	  2	16	9.94%
	  3	36	22.36%
	  4	21	13.04%
	Not  	52	32.30%
	Nondisclosed	26	16.15%
	Base Line	135	
29 International Language Collections -Korean			
	Very  	7	4.35%
	  2	12	7.45%
	  3	35	21.74%
	  4	20	12.42%
	Not  	60	37.27%
	Nondisclosed	27	16.77%
	Base Line	134	
30 Research Classes			
	Very  	14	8.70%
	  2	25	15.53%
	  3	42	26.09%
	  4	23	14.29%
	Not  	36	22.36%

	Nondisclosed	21	13.04%
	Base Line	140	
31 Self-service check out			
	Very  	68	42.24%
	  2	31	19.25%
	  3	30	18.63%
	  4	6	3.73%
	Not  	13	8.07%
	Nondisclosed	13	8.07%
	Base Line	148	
32 Access to Materials from other Library Systems			
	Very  	189	117.39%
	  2	30	18.63%
	  3	27	16.77%
	  4	14	8.70%
	Not  	24	14.91%
	Nondisclosed	N/A	N/A
	Base Line	284	
34 Best Sellers Area			
	Very  	66	40.99%
	  2	21	13.04%
	  3	29	18.01%
	  4	17	10.56%
	Not  	13	8.07%

	Nondisclosed	15	9.32%
	Base Line	146	
35	Genealogy Collection		
	Very  	17	10.56%
	  2	15	9.32%
	  3	50	31.06%
	  4	27	16.77%
	Not  	30	18.63%
	Nondisclosed	22	13.66%
	Base Line	139	
36	Local History Collection		
	Very  	22	13.66%
	  2	29	18.01%
	  3	46	28.57%
	  4	21	13.04%
	Not  	23	14.29%
	Nondisclosed	20	12.42%
	Base Line	141	
37	Government Information Collection		
	Very  	30	18.63%
	  2	35	21.74%
	  3	38	23.60%
	  4	20	12.42%
	Not  	18	11.18%

	Nondisclosed	20	12.42%
	Base Line	141	
38 Business/Finance Collection			
	Very  	32	19.88%
	  2	44	27.33%
	  3	35	21.74%
	  4	14	8.70%
	Not  	19	11.80%
	Nondisclosed	17	10.56%
	Base Line	144	
39 Employment/careers Collection			
	Very  	44	27.33%
	  2	32	19.88%
	  3	36	22.36%
	  4	16	9.94%
	Not  	17	10.56%
	Nondisclosed	16	9.94%
	Base Line	145	
40 Investment Information			
	Very  	35	21.74%
	  2	38	23.60%
	  3	38	23.60%
	  4	14	8.70%
	Not  	19	11.80%

	Nondisclosed	17	10.56%
	Base Line	144	

41 Other

Very  	8	4.97%
  2	4	2.48%
  3	4	2.48%
  4	3	1.86%
Not  	15	9.32%
Nondisclosed	127	78.88%
Base Line	34	

42

	18	11.18%
Nondisclosed	143	88.82%
Base Line	18	

We are also evaluating opportunities for partnership between the City of Redwood City, the Redwood City Library, and the Belmont-Redwood Shores Unified School District in the interest of enhancing library services. Please rate the desirability of the following options: (1 being Very Desirable to 5 being Not Desired)

1 One location serving various types of library users

Very  	74	45.96%
  2	29	18.01%
  3	26	16.15%
  4	10	6.21%
Not  	11	6.83%
Nondisclosed	11	6.83%
Base Line	150	

2 Greater interaction between public and school library users

	Very  	54	33.54%
	  2	40	24.84%
	  3	34	21.12%
	  4	9	5.59%
	Not  	14	8.70%
	Nondisclosed	10	6.21%
	Base Line	151	
3 Shared collections, electronic resources, services and facilities			
	Very  	72	44.72%
	  2	41	25.47%
	  3	24	14.91%
	  4	6	3.73%
	Not  	8	4.97%
	Nondisclosed	10	6.21%
	Base Line	151	
4 Shared space for events/meetings/classes			
	Very  	60	37.27%
	  2	46	28.57%
	  3	24	14.91%
	  4	11	6.83%
	Not  	11	6.83%
	Nondisclosed	9	5.59%
	Base Line	152	
5 Class visits to the public library			



Very  	67	41.61%
  2	39	24.22%
  3	28	17.39%
  4	5	3.11%
Not  	10	6.21%
Nondisclosed	12	7.45%
Base Line	149	

#### 6 Librarian visits to the schools

Very  	55	34.16%
  2	39	24.22%
  3	31	19.25%
  4	11	6.83%
Not  	11	6.83%
Nondisclosed	14	8.70%
Base Line	147	

#### 7 Emphasis on the educational role of the public library

Very  	77	47.83%
  2	41	25.47%
  3	21	13.04%
  4	3	1.86%
Not  	4	2.48%
Nondisclosed	15	9.32%
Base Line	146	

#### 8 Emphasis on encouraging a positive attitude in students towards education

Very  	95	59.01%
  2	32	19.88%
  3	15	9.32%
  4	2	1.24%
Not  	4	2.48%
Nondisclosed	13	8.07%
Base Line	148	

9 Emphasis on reading as a lifelong habit

Very  	113	70.19%
  2	28	17.39%
  3	6	3.73%
Not  	3	1.86%
Nondisclosed	11	6.83%
Base Line	150	

10 Emphasis on Self-services

Very  	56	34.78%
  2	40	24.84%
  3	35	21.74%
  4	9	5.59%
Not  	8	4.97%
Nondisclosed	13	8.07%
Base Line	148	



## REDWOOD SHORES COMMUNITY ASSOCIATION

270 Redwood Shores Parkway, PMB 205, Redwood Shores, CA 94065-1173

January 22, 2003

Redwood City Public Library  
1044 Middlefield Road  
Redwood City, California 94063

Re: Library Services for Redwood Shores


Dear Library Committee,

Please be advised that the following resolution of the Board of Directors of the Redwood Shores Community Association was unanimously passed on December 19, 2002.

Motion: "The Board of Directors of the Redwood Shores Community Association, a voluntary non-profit organization, representing all of the residents of Redwood Shores, supports the general concept of opening a public library in the Redwood Shores neighborhood."

The Redwood Shores Community Association is a volunteer group of Redwood Shores residents. We have approximately 1,000 paid members and our monthly publication called "The Pilot" is mailed to all the residents of Redwood Shores. The construction of a Public Library in Redwood Shores has the strong support of this community and we hope it will go forward.

Sincerely yours,



P. Terry Anderlini  
President

Cc: Redwood City Council  
City Manager, Ed Everett

**RECEIVED**

JAN 27 2002

Administration

# PETE & GINNY HUGHES

PHONE: 650 / 594-0783  
FAX: 650 / 596-8139  
e-mail: ginpete@aol.com



March 5, 2003

Yvonne Chen  
City Librarian

Dear Yvonne

My wife and I are delighted at the prospects for a branch library in Redwood Shores and hope you will use this letter in any way useful to obtain state bond money for this project. We have lived in Redwood City for forty-five years and currently live in Redwood Shores. We think this neighborhood particularly needs a library and the community center aspects of the current plans are particularly useful to Redwood Shores.

Regards,

  
Pete and Ginny Hughes

**RECEIVED**

MAR 12 2003

Administration

18 Admiralty Place ▲ Redwood City, California 94065

# The Shore at California Bayside

Homeowner's Association

President: Jeffrey Gee  
Vice-President: Vacant  
Treasurer: Peter Joshua  
Secretary: Dana Berkow  
Member-at-Large: Lin Johnson

Property Manager  
Mori Craig  
MB Homeowner's Management  
1010 West Taylor Street  
San Jose, CA 95126  
T: (408) 297-1035  
F: (408) 288-2021

February 21, 2003

Magda Gonzalez  
Assistant to the City Manager  
City of Redwood City  
P.O. Box 391  
Redwood City, CA 94064-0391

Re: Letter of Support  
Redwood Shores Branch Library

Dear Ms. Gonzalez:

On behalf of The Shore at California Bayside Homeowner's Association, I am pleased to convey our support for the design and construction of a new branch library in Redwood Shores. Our homeowner's association is comprised of 112 single-family homes along the west side of Shearwater in Redwood Shores. As a planned community, many of our homeowners purchased their homes here with the explicit desire to raise a family. While our neighbors are pleased with the quality of life here in the Shores, one missing element in our community is a branch library.

Redwood Shores is a unique part of Redwood City. The Shores is not physically connected to the main part of the City and is separated by highway 101. The prospect of having to get in the car and drive over or onto the freeway after dinner to take our children to the library can be a daunting effort after a long workday.

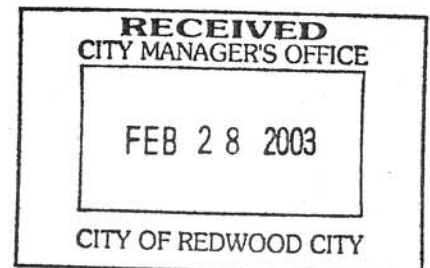
The need and importance of a branch library in our community cannot be understated. More importantly, the role that a library plays in educating our youth is critical. In today's information age, availability of information is an absolute necessity to prepare our children for tomorrow.

If you or any members of the Task Force have any questions, please feel free to contact me at work at 415.984.1239.

Very truly yours,



Jeffrey Gee, President  
The Shore at California Bayside Homeowner's Association



**SAN FRANCISCO BAY CONSERVATION AND DEVELOPMENT COMMISSION**

50 CALIFORNIA STREET, 26<sup>TH</sup> FLOOR  
SAN FRANCISCO, CALIFORNIA 94111  
(415) 352-3600  
<http://www.bcdc.ca.gov>

March 4, 2003

Mr. Brad Cox  
Anderson Brule Architects  
325 South First Street, 4<sup>th</sup> Floor  
San Jose, California 95113

**SUBJECT:** City of Redwood City's Proposed Branch Library  
in Redwood Shores, San Mateo County

Dear Mr. Cox:

You have requested a status report regarding the Commission staff's review of the City of Redwood City's proposed branch library project at the corner of Marine World Parkway and Bridge Parkway, in the City of Redwood City, in San Mateo County. As you are aware, the project is scheduled to go before the Commission's Design Review Board (DRB) on March 10, 2003. At this meeting, the DRB will provide its recommendations on the design of the proposed project in relation to the Commission's laws and policies regarding public access and shoreline development design.

To fully evaluate the project, the staff will need to consider input from the DRB regarding the project's design and the City will need to provide staff with a complete permit application for the project. While it is possible that the DRB or the permit application could raise issues that are currently unbeknownst to staff, the project information submitted to date has not identified any substantial conflicts with the Commission's laws and policies. In fact, the staff believes that the proposed library would be a beneficial new use along the shoreline in the Redwood Shores area.

If you have any questions, please feel free to call me at (415) 352-3659.

Sincerely,



MICHELLE BURT LEVENSON  
Coastal Program Analyst

MBL